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URBANA, ILL.,

Public
Schools.

1894.



Urbana, Illinois,

Public Schools.

Report for School Year Ending June 30,'94.

COMMUNICATION.

URBANA, ILL., NOV. 10, 1894.

To the Board of Education,

Dist. 3, Town. 19, Range 9, E. of 3d P. M.

Ladies and Gentlemen:

I herewith submit a report of the schools
under your care, for the year ending June 30, 1894.

Very respectfully,

J. W. HAYS.

BOARD OF EDUCATION.

PRESIDENT....N. C. RICKER; Term expires April, 1895.

SECRETARY..J. W. HAYS; " " " 1895.

TREASURER...P. RICHARDS.

MEMBERS... { MRS. T. J. BURRILL; Term expires April, 1895.
 { MR. JOHN THORNBURN; " " " 1895.
 { MRS. F. M. WRIGHT; " " " 1896.
 { MR. FREDERICK PELL; " " " 1896.
 { MRS. J. R. IJAMS; " " " 1897.
 { MRS. R. A. WEBBER; " " " 1897.

STANDING COMMITTEES.

FINANCE--Mrs. Burrill, Messrs Pell and Thornburn.

BUILDINGS AND GROUNDS--Messrs Thornburn and Pell, Mrs. Wright.

TEACHERS AND TEXT-BOOKS--Mrs. Webber, Mr. Thornburn and Mrs. Burrill.

VISITATION AND DISCIPLINE--Mesdames Wright, Webber, Burrill and Ijams.

SUPPLIES--Mr. Pell, Mrs. Wright, Mrs Ijams,

TEACHERS AND OTHER EMPLOYES.

Name	Position	Experience	Salary
J. W. Hays	Superintendent	26 Years	\$1500 00
H. T. Willson	Principal High School	11 " 67.50	585 00
Miss Mattie Matheny	Assistant High School	5 " 52.25	472 50
M. W. Moore	Supervisor of Music	12 " 50.	450 00
Miss Mary Leal	Drawing	4 " "	100 00
Miss Hortense Conaway	Second Grammar	10 " 50.	450 00
Miss Elizabeth Lindley	First Grammar	7 " "	405 00
Miss Rose Clark	Third Intermediate No.2	" "	427 50
Miss Cassie Boggs	Third Intermediate No.1	2 " 32.50	292 50
Mrs. Mary L. Julian	Principal Second Ward	30 " "	472 50
J. D. Faulk	Principal Fourth Ward	8 " "	450 00
Miss Ida Weber	1st Intermediate 2d W'd	5 " "	315 00
Miss Jessie Hess	1st Intermediate 4th W'd	10 " "	427 50
Miss Ida Stewart	Second Primary 2d Ward	12 " "	450 00
Miss Anna B. Webber	Second Primary 3d Ward	14 " "	450 00
Miss Opal B. Heller	Second Primary 4th W'r'd	3 " "	292 50
Miss Annie McClain	First Primary 2d Ward	4 " "	337 50
Miss Annie E. Royer	First Primary 3d Ward	6 " "	360 00
Miss Rosa B. Leal	First Primary 4th Ward	4 " "	305 00
Miss Mattie Lemon	No. 4	1 " 32.50	270 00
J. A. Hays	Janitor	" "	750 00
T. R. Leal	Truant Officer	" "	70 00

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URBANA PUBLIC SCHOOLS.

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FINANCIAL REPORT.

FROM TREASURER'S REPORTS.

<i>Receipts</i> —Balance from last year.....	\$ 222 01
Apportionment.....	922 85
Town collector.....	8920 43
County collector.....	2366 08

\$12431 37

<i>Expenditures</i> —Teachers' salaries.....	\$8774 39
Labor and materials.....	923 50
Bond No. 2.....	1000 00
Interest bonded debt.....	495 00
Janitor.....	768 23
Fuel.....	413 78
Furniture.....	86 70
Truant officer.....	59 23
Printing.....	29 64
Outbuildings.....	25 25
Secretary's salary.....	75 00
Insurance.....	19 17
Census enumerator.....	18 00

\$12687 87
260 51

Orders from last year paid.....

Total.....

\$12427 36

Balance in treasury, July 14.....

4 01

\$12431 37

DISTRICT INDEBTEDNESS, JULY 14, 1894.

Bonds Nos. 3, 4, 5, 6, 7, 8, 9, 10.....	\$8000 00
Outstanding orders from previous years.....	1121 50
Outstanding orders from this year.....	895 19

\$10016 69

Less from revenue '93.....

\$1295 24

Balance.....

4 01

1299 25

Net indebtedness.....

\$8717 44

ESTIMATED REVENUE FOR 1894-5.

Apportionment.....	\$ 925 00
Levy for current expenses.....	11500 00
Levy for bonded debt.....	1500 00

\$13925 00

TUITION ACCOUNTS.

<i>Receipts</i> —Balance per last report.....	\$ 107 55
Collections.....	397 15

\$504 70

<i>Expenditures</i> —Supplies.....	\$ 180 81
Books.....	41 50
Commencement.....	36 48
Apparatus.....	34 75
Labor.....	32 95
Repairs.....	28 23
Printing.....	27 25
Furniture.....	15 00
Lumber.....	9 35
Postage, expressage, etc.....	5 89
Balance.....	92 49

\$504 70

CENSUS RETURNS, 1894.

Number of families in the district.....			1045
Males under 6 years of age.....	281		
Females under 6 years of age.....	286	567	
Males between 6 and 21 years.....	580		
Females between 6 and 21 years.....	658	1238	
Number 21 years and more.....		2605	4410
Number between 7 and 14 years.....			683
Number attending private and parochial schools.....			36
White inhabitants, 4355; colored, 55.....			4410

GENERAL STATISTICS.

Males enrolled.....	486		
Females enrolled.....	500	986	
Males in average daily attendance.....	363.6		
Females in average daily attendance.....	378.8	742.4	
Per cent. male school population enrolled, census of '93.....			82.5
Per cent. female school population enrolled, census '93.....			84.7
Per cent. total school population enrolled, census of '93.....			83.6
Per cent. male school population in av. daily attendance.....			61.7
Per cent. female school population in av. daily attendance.....			64.2
Per cent. total school population in av. daily attendance.....			63
Number of male non-resident pupils.....	19		
Number of female non-resident pupils.....	15	34	
Number of months schools were in session.....		9	
Number of days schools were in session.....		189	
Number of days schools were in vacation.....		10	
Number of days in school year including holidays.....		199	
Grand total number of days' attendance.....		140314	
Months taught by males 36, females 144; total.....		180	
Number of teachers, male 4, female 16; total.....		20	
Number of school houses, brick 4, frame 1; total.....		5	
Number of departments (separate schools, not rooms).....		16	
Number of rooms used for school purposes.....		20	
Av. No. per enrollment for a teacher (excluding Superintendent and Drawing Teacher).....		54.8	
Av. No. per daily attendance for a teacher (excluding Superintendent and Drawing Teacher).....		41.2	
Av. No. in graded schools per enrollment.....		64.5	
Av. No. in graded schools per average daily attendance.....		48.8	
Number of graded schools 15, ungraded 1; total.....		16	
Graduating class, males 4, females 8; total.....		12	
Cost per capita per enrollment for tuition including a fair apportionment of salaries of Supt., janitor and truant-officer.....	Grades.....	8.31	
	High School.....	22.00	
	School.....	9.76	
Cost per capita per average daily attendance as above.....	Grades.....	11.11	
	High School.....	27.59	
	School.....	12.96	
Cost per capita per enrollment—Secretary's report.....		13.72	
Cost per capita per av. daily attendance—Sec'y's report.....		18.22	
Highest monthly enrollment, January.....		857	
Lowest monthly enrollment, May.....		768	
Pupils not in school before this year, boys 52, girls 60; total.....		112	
Pupils not in our schools before this year, boys 108, girls 122; total.....		230	

COMPARATIVE STATISTICS FOR TEN YEARS.

ITEMS.	1864-5..	1865-6..	1866-7..	1867-8..	1868-9..	1869-90..	1870-1..	1871-2..	1872-3..	1873-4..
Yearly Enrollment—										
Boys.....	340	360	359	376	380	381	427	472	483	486
Girls.....	383	383	376	376	379	394	448	468	494	500
Both.....	723	743	735	752	759	775	875	940	977	986
Av. Monthly Enr'mt—			742				910			21
Boys...	277.9	300.0	288.2	309.8	312.9	319.7	367.3	386.5	397.5	406.6
Girls.....	312.4	329.7	317.1	305.2	319.7	336.1	394.1	393.3	395.1	425.1
Both.....	590.3	629.7	605.3	615.0	632.6	655.8	761.4	779.8	792.6	831.7
Av. Daily Attend'ce—										
Boys.....	244.8	269.8	258.7	281.7	282.2	286.9	334.2	340.5	348.3	363.6
Girls.....	273.2	294.6	283.1	275.4	288.9	294.6	356.1	348.2	346.9	378.8
Both.....	518.0	564.4	541.8	557.1	571.1	581.5	690.3	688.7	695.2	742.4
Percent. av. daily at- tend'ce, m'thly enr.—										
Boys.....	88.1	89.9	89.8	90.9	90.2	89.8	91.0	88.1	87.6	89.4
Girls.....	87.4	89.4	89.2	90.2	90.4	87.6	90.3	88.5	87.8	89.1
Both.....	87.7	89.6	89.5	90.6	90.3	88.7	90.7	88.3	87.7	89.3
No. of Tardiness—										
Boys.....	328	135	111	94	153	149	176	203	224	195
Girls.....	343	152	151	81	102	139	133	230	191	187
Both.....	671	287	262	175	255	288	309	433	415	382
No. Neither Tardy nor Absent—										
Boys.....	109.3	118.8	126.0	137.8	124.0	135.4	160.0	150.8	161.8	172.3
Girls.....	124.1	129.1	134.8	131.4	127.2	133.5	184.0	152.3	155.7	170.4
Both.....	233.4	247.9	260.8	269.2	251.2	268.9	344.0	303.1	317.5	342.7
No. in Grad. Class—										
Boys.....	2	2	4	7	8	5	7	5	11	4
Girls.....	10	5	11	5	11	6	5	8	10	8
Both.....	12	7	15	12	19	11	12	13	21	12

COMPARATIVE AGES.

DEPARTMENTS.	BOYS.		GIRLS.		BOTH.	
	Years...	Months.	Years...	Months.	Years...	Months.
High School.....	17	2	17	9½	17	6
Second Grammar.....	16	11	15	10	16	4
First Grammar.....	15	4½	15	7	15	6
Third Intermediate, No. 2.....	14	5	14	2	14	3
Third Intermediate, No. 1.....	13	5	13	1	13	2½
Second Intermediate, second ward.....	12	1½	12	1	12	1¼
Second Intermediate, fourth ward.....	13	1	12	6	12	11
First Intermediate, second ward.....	11	4	11	3	11	4
First Intermediate, fourth ward.....	11	10	10	9	11	2½
Second Primary, second ward.....	9	8½	9	8	9	8½
Second Primary, third ward.....	10	7	10	2½	10	4
Second Primary, fourth ward.....	10	1	10	4	10	3
First Primary, second ward.....	8	1	7	3	7	9
First Primary, third ward.....	8	6	7	11	8	2
First Primary, fourth ward.....	7	10	7	9½	7	10
District No. 4.....	8	6	10	---	9	1
The school as a whole.....	11	9	11	11	11	10

These were averages for June, 1894.

WORK DONE AS REPORTED BY TEACHERS.

(This is a record of what was accomplished, rather than of what we would like to do, and is given as a basis for improvements.)

FIRST PRIMARY—SECOND WARD—MISS ANNIE M'CLAIN.

- C CLASS—*Reading*, Harpers' First to page 65, necessary chart work.
Numbers, analysis and synthesis of numbers to 10. *Spelling*, Penmanship, Language and Drawing same as for B.
- B CLASS—*Reading*, Harpers' First completed.
Spelling, words of reading and language lessons.
Penmanship, writing the reading lessons in script.
Language; nouns and sentences.
Numbers, analysis and synthesis of numbers to 16, Roman letters to L, counting by 2's, 5's and 10's to 100.
Drawing, use of ruler in measuring lines of different lengths, drawing lines and simple designs.
- A CLASS—*Reading*, Harpers' First finished, Second to page 101.
Spelling, words of reading, number, and language lessons.
Penmanship, practice in script forms of printed words used.
Language, nouns, sentences, contracted forms, describing words.
Numbers, Numbers Illustrated to page 135, Roman letters to C, analysis and synthesis of numbers to 21.
Drawing, simple designs with ruler.
Music, Loomis's No. 1 to page 40.

Explanations—In September, entering pupils were taught the words in the First Reader to page 45. When the more capable pupils mastered these words, they were given readers; the others reviewed the work and were given readers later. Insisted upon pupils knowing every word alone, in phrases, and in sentences; upon intelligent and intelli

gible reading of every sentence, paragraph, and lesson. In spelling pupils are to know the words drilled upon, every letter and every sound in the words, be able to mark the sounds diacritically, and use the words in sentences. In penmanship, principles, small and capital letters, spacing and paragraphing were taught. Much drill was given in changing printed forms to script. In language, pupils learned the noun, kinds, forms; the sentence, kinds, how begun and closed; contracted forms of words and expressions in other lessons and of what; describing words and what described; use of is, are, this, that, these, and those in sentences. In drawing, in addition to use of ruler, pupils learned three kinds of lines, three kinds of angles, to draw a circle, and simple designs in squares.

FIRST PRIMARY—THIRD WARD—MISS ANNA E. ROYER.

FIRST YEAR.

Reading—Pupils learned printed and script forms of all words in Harpers' First Reader to page 45. This took four months and the brighter pupils finished the reader. *Spelling*—All new words in the reading lesson spelled orally, by sound, then written. *Language*—The use of every new word learned, descriptions given and incidents related; language work of the reader amplified. *Penmanship*—Words of reading lessons written on slates, slates properly ruled, and no one permitted to do much writing without a suitable copy before him. After learning to form and space letters reasonably well, a pupil takes his lessons with advanced classes. *Numbers*—Analysis and synthesis of numbers to 12. Symbols, writing to 100; Roman characters to L; counting by 2's, making and writing simple examples. *Drawing*—Outlines of simple objects, picture number lessons with stars, triangles, etc.; combine counters into simple figures and reproduce these on slates. *Music*—Not regularly instructed but incidentally taught songs and exercises.

SECOND YEAR.

Reading—Harpers' Second completed. Every pupil required to learn all new words, to read the whole lesson intelligently and intelligibly, to reproduce the story in his own words; to reproduce orally or in writing any story read or related to him. *Spelling*—Every word of the reading lesson spelled by letters and by sounds, every sound named. Friday afternoons a written spelling lesson of from 20 to 25 words, taken from those learned during the week; in phonics, sound spelling, the only sounds and the usual, long and short vowels, diacritical markings. Words defined so far as practicable. *Language*—Idea and definition of a sentence, the four kinds, laws for beginning and closing; idea and definition of a name word, common and proper, general laws for forming plurals, use of a, an, the, this, that, these, those, there, their; con-

tracted forms. *Penmanship*—Every written lesson carefully criticised, letters grouped, characteristics of each group studied, spacing, capitals and small letters. *Numbers*—Numbers Illustrated to page 130 ; plus, minus and times tables through 12, symbols to 1,000, combinations through 100, Roman notation to C. Accuracy and rapidity constantly kept in view. *Drawing*—Work outlined in Thompson's Manual accomplished and very satisfactory ; no ruler used, definitions plain and easily apprehended. *Music*—Definitions so far as practicable, notes or tones to page 40 in Book No. 1.

FIRST PRIMARY—FOURTH WARD—MISS ROSA B. LEAL.

FIRST YEAR.

Reading and Spelling—First four months chart work, first two hundred words in Harpers' First Reader in printed and script forms thus learned. In January the First Reader taken, completed during year and reviewed : all words written on slates, every lesson spelled backwards, punctuation noted, several selections memorized. *Arithmetic*—All combinations and resolutions of numbers from 1 to 12, at first teaching almost wholly by objects, later more mental exercise ; reading and writing numbers from 1 to 100 in Arabic notation, and from I to L in Roman notation, multiplication table through 5. *Language*—Principally oral, sentences, short stories suggested by pictures and objects. *Penmanship*—Writing on slates and paper ; every word in reading, language and number lessons written as a whole, only a few of the letters taken separately.

SECOND YEAR.

Reading and Spelling—Began with Part II Harpers' First and finished the book. Read and reviewed Part I Harpers' Second. New words spelled by sounds and letters, written on slates and marked diacritically. Every lesson spelled backwards and then read, first by sentences, then by paragraphs ; lastly, the story told. All poetical selections memorized. *Arithmetic*—Numbers Illustrated nearly completed, two recitations daily, in the morning from the book, in the afternoon from the board copied on slates and corrected ; all addition, subtraction, multiplication, and division tables from 1 through 12, Roman notation through C. *Language*—Pupils made lists of singular and plural nouns, action words, describing, laws for forming plurals ; wrote telling, asking, commanding and exclaiming sentences, rules for beginning and closing sentences, definitions of foregoing learned and written. *Penmanship*—Each small letter written separately beginning with i ; when fairly well formed, the pupil filled one page in American copy book No. 1 with the letter ; figures treated in same way and part of the capitals ; every child learned to write his own name, Urbana, Illinois, the names

of other pupils and of the holidays. *Drawing*—With rulers on slates and paper. Designs in squares, triangles, hexagons, and octagons, necessary definitions learned. *Music*—Four weeks' practice on the scale and skipping; Loomis's First Lessons to page 39.

SECOND PRIMARY—SECOND WARD—MISS IDA STEWART.

Reading -----Harpers' Second. A division pp. 101-208; B division pp. 1-134.

Harpers' Third. A division pp. 9-60.

Language-----How To Talk. A division pp. 8-56; B division pp. 8-32.

Numbers-----Numbers Illustrated. A division pp. 40-118; B division pp. 38-114.

Robinson's Beginner's. A division pp. 5-83.

Drawing-----Primary and Freehand Series Book I, eighteen designs Book II.

Penmanship Capital and small letters, spacing, words and sentences, figures.

Spelling -----First three months, lists from all other lessons written on the board; studied, erased, written from memory. Later ten words daily, new and in review, from all other lessons, in spelling blanks. Use of dictionary; all sounds of words occurring in the grade given, named and marked, lists of words containing each sound.

Music -----Loomis's Lessons No. 2, pp. 2-44. Scale, position, tones, spelling and pronouncing chords, skips, keys, reading by syllable and by name.

Explanations—Outline for reading classes: 1. Pronounce new words distinctly. 2. Give accent. 3. Give sounds and markings. 4. Spell orally by syllables. 5. Write. 6. Use in a sentence. 7. Define (A division). Before reading, by varied exercises, pupils made thoroughly familiar with all new words: phrases written on board and read at sight: questions to bring out leading thoughts: answers written on the board and read, erased and written by pupils: lesson pronounced from last word to first. Attention given to enunciation, pronunciation and expression. *Language*—Nouns, common and proper, plurals, use of is, are, was, were, has, have, this, that, these, those; changing words and sentences to show changes in number: kinds of sentences, practice in using; punctuation, terminal marks, three uses of comma: possessive forms, quotations, verbs, a and an, homonyms; form, reader a guide, paragraphing, compound words, contracted forms. Description of pictures, stories read and reproduced orally and in writing: observation lessons given and written. *Numbers*—Addition, subtraction, multiplication and division tables, rapid addition of columns, Roman

numerals, writing and reading through two periods, much practice with comparatively large numbers except in division; a little work in short division; original examples. B division learned thoroughly, combinations to 50, wrote numbers of one period and Roman numerals to C. *Drawing*—Position of pencil, hand, body, measuring and comparing distances with the eye; copying from books without ruler, in designs and complicated figures ruler used.

SECOND PRIMARY—THIRD WARD—MISS ANNA B. WEBBER.

B DIVISION—*Reading*—Outline: 1. New words in new lesson written in scratch-book. 2. Each found in dictionary part of reader and marked, studied till correctly pronounced. 3. Lesson pronounced from last word to first. 4. Fitting of definition to word as used, and learned. 5. Reading of lesson by sentences. 6. By paragraphs. 7. Reading of the whole lesson. 8. Reproduction of lesson in the pupil's words. Began the third reader and dictionary. Work with the latter not entirely new; vowels and consonants; ordinary classes thereof. Markings and sounds of each, names of marks. After three months' drill were able to find any ordinary word from their school work in the dictionary and determine its pronunciation. Definitions not used to a great extent. Harpers' Third pp 1-100.

Language—Noun, singular and plural forms, five laws for forming; verb, forms, how used in sentences, drill with irregular verbs, contracted forms, abbreviations, proper noun, most primary uses of capital letters, punctuation marks. Sentences, kinds, how commenced, how closed, this, that, these, those, a, an, possessive forms. Short stories read then reproduced. A few descriptions of pictures. How to Talk pp—. *Spelling*—All difficult words in all other studies with many other words specially chosen. Method of study shown under Reading. *Numbers*—Rapid addition of single numbers in columns; reading, writing, adding and subtracting numbers involving two periods. These abstract examples followed by concrete from the book, these by oral and written examples furnished by pupils. Multiplication and division separately and reviewed together, multiplier and divisor not greater than 12. Robinson's Beginners pp 1-90. Roman notation to 1,000. Pupils can add and subtract numbers involving two periods: multiply and divide with multiplier and divisor not exceeding 12. *Penmanship*—Correct form and spacing of all small and capital letters, separately, in words and sentences, paragraphs and stanzas. *Drawing*—Definitions and illustrations of different kinds of straight lines, angles, triangles, squares, oblongs, bisect, trisect. Simple designs in the 2-inch, 2½, and 3-inch square without ruler, first from dictation, then from copy and invention.

A DIVISION—*Numbers*—The fundamental rules learning and apply-

ing definitions under each subject ; reading and writing numbers into the fourth period, addition and subtraction of same, orders and periods named, multipliers of two, three and four figures, divisors not to exceed 100, table of weights and measures, examples involving same. A thorough review of principles. Robinson's Beginner's pp 1-148. *Reading*—Continuation of work of the B to p—. *Language*—Review, drill in possessive forms, descriptions of pictures, reproduction of stories, some composition work, advanced work with forms of the verb pp. *Spelling*—Same in character as the B's. *Penmanship*—Thorough review of the B's with ink. *Drawing*—Review of B's, more intricate designs in the square, drawing from objects.

SECOND PRIMARY—FOURTH WARD—MISS OPAL B. HELLER.

Reading—Pupils spelled by sound and by letter new words in lesson, gave definition, pronounced words from last to first ; read by sentences, paragraphs, lesson ; exercises substituting definitions for words defined. During winter months first fifteen minutes of the afternoon given to miscellaneous reading. St. Nicholas and Nursery magazines, Harpers' Second completed, Harpers' Third pp. 1-141. *Arithmetic*—Lessons generally prepared on slates, slates seldom taken to class ; sometimes one pupil reads and the next answers ; again one both reads and answers ; when possible exercises given to secure rapidity of thought and execution ; all definitions and tables learned. Robinson's Beginner's pp. 1-138. *Language*—All laws and definitions learned ; questions in each day's lesson read and answered ; original illustrations oral and written of every law and rule ; improper speech of playmates corrected. How To Talk pp. 1-96. *Spelling*—Lessons from all text-books up to grade ; words found in dictionary ; spelling, pronunciation and definition when not familiar fixed ; words then written in spelling blanks. *Penmanship*—Small and capital letters in sentences mostly, all work examined daily and attention directed to incorrect forms and slant. *Drawing*—Pupils required to prepare original designs. *Music*—According to the instructions of the supervisor. During last two months fifteen minutes each day were given to talks about the bean plant and its parts and drawing of the same. This work proved fascinating and gave pleasant opportunities for dictionary use and practice in drawing. Attention called to examples of politeness, and, as occasion presented, lessons in morals were given.

FIRST INTERMEDIATE—SECOND WARD—MISS IDA WEBER.

Reading—Harpers' Third, Part II, not quite finished ; new words first pronounced, spelled by letter and by sound, defined as used in lesson ; read by sentence and paragraph ; attention given to tone, emphasis, inflection, pronunciation, enunciation and expression, and to position of body and book.

Spelling—Words selected from text-books, sometimes by pupils ; pronounced, syllabicated, accent located, marked diacritically, spelled by sounds and letters, defined, used in sentences, written in spelling blanks. All written work looked over carefully for misspelled words.

Penmanship—All letters analyzed and criticised, neatness required.

Language—Thorough review of nouns, verbs, sentences ; *How To Talk* from p 117, book not quite completed ; lessons read, questions answered, definitions and laws learned and applied ; written work carefully corrected as to form, punctuation, spelling, and thought.

Arithmetic—Kinds of number, notation, numeration, addition, subtraction, multiplication, and division, Robinson's Beginner's completed. Felter's Intermediate. Pupils learn all of each subject in both books, problem analyzed, formula written, accuracy and rapidity sought, drill exercises, time exercises, terms and rules to have definite meanings. Did not have time to do much with division.

Geography—Oral and Geographical Reader (Scribner's) to page 113. Lessons treated as reading lessons ; talk about the things described, ask and answer questions ; study geographical terms and names carefully. Illustrate as many things as possible by maps and pictures. Followed the course in oral geography.

Drawing—Definitions of lines, straight, curved, vertical, horizontal, oblique ; square, circle, rectangle, and some other figures, bisect, trisect. Design work to make these terms familiar. Copy work—aim to train hand, eye, and judgment. First, I drew the design while pupils observed me. When knowing how and where to begin, they have little trouble ; some object work, study and talk about the object before drawing it.

Music—Reviewed book No. 1 and 25 pp. in book No. 2.

FIRST INTERMEDIATE—FOURTH WARD—MISS JESSIE HESS.

Reading—Last half Harpers' Third. Object to preserve and improve the good expression already secured ; fix more thoroughly the phonic work learned ; to spell correctly the words used, to define new words and use, to substitute definitions for words defined, to tell the story of the lesson independent of its text.

Arithmetic—Part III Robinson's Beginner's, accuracy in using tables learned in Part II ; accurate and rapid work in addition, subtraction, multiplication, short and long division. Felter's Intermediate—same subjects—a further drill in the work outlined with accompanying definitions and rules.

Language—*How To Talk* from p. 57 ; book finished ; verbs and their forms learned and correctly used ; pronouns and adjectives. Descriptions of pictures in the book written from an outline ; other pictures used ; stories from language book and reader put into pictures :

definitions and laws learned and illustrated from original sentences and from other books.

Geography—Oral—Commenced with the school-room; measured, scale decided upon, map drawn, important things located, direction studied carefully. The school-yard in same manner. A number of blocks of the city studied and mapped: pupils do the measuring in all cases, select the scale and make estimates. The township located, bounded, products shown and talked about, map drawn, creeks, cities, railroads, located. The county in the same manner, with the names and locations of the different townships. Reader (Scribner's) our own country, comparing one section with another. Divisions of other continents. This part is entirely descriptive.

Penmanship—Principles and rules commonly used, letters analyzed and grouped; sentences and paragraphs written.

Music—Book No. 1 completed, No. 2 commenced.

Drawing—Straight lines and combinations, designs, some object work, and copying.

Spelling—Daily drill upon words in other lessons, words used by pupils in their conversation and words brought from home reading.

Physiology—Oral, organs of the body and uses and care, effects of alcohol and narcotics.

SECOND INTERMEDIATE—SECOND WARD—MRS. M. L. JULIAN.

Reading—Harpers' Fourth, pp. 1-192, Scribner's Geographical, Part Second and much of Part First; other text-books to considerable extent. Position of body and book, knowledge of words used, pronunciation, articulation, sounds, accent, definitions suiting to use; emphasis, inflection, time, pitch, force quality, punctuation; reading by sentence, paragraph, and lesson, individually and in concert.

Spelling—Pupils deficient, lists from other studies, carefully taught as to pronunciation, syllabication, accent, correct sounds, diacritical markings, letter-spelling; all new words in lessons and conversation.

Language—How To Write, pp. 1-75, work done as suggested in book, all terms of How To Talk reviewed.

Geography—Harpers' Common School, pp. 1-40 read with care and questions answered with open books. The work was difficult. Special work on Illinois read, map drawn and things read about located.

Geog. Reader—All questions answered, the work done as directed except last five pages. Pupils enjoyed the reader.

Arithmetic—Felter's Intermediate, pp. 113-182; preceding terms carefully reviewed; all rules, notes, definitions, analyses, suggestions, read and applied, tables reviewed and first intermediate work generally. Oral examples carefully analyzed to show necessary steps in more difficult examples and reasons for same. I believe in arithmetical analysis.

Penmanship—Small and capital letters as wholes and in principles ; position, spacing, heights, combinations looked after : all written work criticised.

Drawing—Copying, outlines of easy pictures, some shading. Maps carefully drawn to show coast-line, gulfs, bays, channels, lakes, continents, islands, mountains, justly a part of our drawing work.

Music—Loomis's No. 2 : pupils able to tell many things concerning each piece ; singing creditable.

SECOND INTERMEDIATE—FOURTH WARD—MR. J. D. FAULK.

Reading—Harpers' Fourth, first half ; attention to essentials, pauses, punctuation, kinds of sentences, reproduction of lessons in pupil's language.

Spelling—Twenty words daily, oral and written, defined and used ; one lesson a week in diacritics and phonics.

Penmanship—Harpers' Nos. 3 and 4 ; last six weeks given to principles, forms, and analysis.

Language—Different kinds of sentences as to use, formation of plurals, including special laws : possessive forms, contractions, abbreviations, quotations, changing poetry to prose : last three months given to punctuation and composition.

Arithmetic—A division: factors, divisors, multiples, cancellation, common fractions, decimal. Felter's Intermediate. All examples solved, drills in written and verbal explanations. B division: from first of book to division of common fractions, instructed as above.

Geography—Last half of the Geographical Reader (Scribner's), shape, form, size of the earth, divisions of land and water, countries, capitals, productions, people, occupations : maps of continents ; local geography of the county and state.

Music—Loomis's No. 2 completed.

Drawing—Series 4 and 5 (Miss Hall's), copying, plain surface drawing.

Physiology—Fifteen minutes daily given to effects of alcohol and narcotics.

Miscellaneous—Alternate Friday afternoons one hour given to literary work, essays, declamations, and occasionally to oral spelling.

THIRD INTERMEDIATE NO. 1—MISS CASSIE A. BOGGS.

Reading—Harpers' Fourth, Part II.

Language—How To Write, Part II.

Geography—Harpers' Common School, pp. 1-20, United States, Canada, Mexico.

History—Goodrich's Child's completed.

Penmanship—Harpers' No. 3.

Arithmetic—Felter's Intermediate, A completed, B to page 184.

Drawing—Copy work.

Music—Loomis's No. 2 completed.

Explanations—*Reading*—Articulation, pronunciation, definitions, expressions: objects, good readers and desire for good reading. Supplemental, Hawthorne's Biographical Sketches: Andersen's Ice Maiden. *Spelling*, including definitions, markings, synonyms, homonyms, lists taken from reader, history, and geography. *Language*—Composition, form, neatness, diction. *Geography*—Maps drawn of groups studied, description of each group prepared and written in note-books. *Drawing*—Towards last of year had some drawing from objects.

THIRD INTERMEDIATE—MISS ROSE CLARK.

A DIVISION—*Reading*—Harpers' Fourth, Historical stories; B division, Harpers' Fourth.

Language—How To Write reviewed, Harvey's English Grammar to adverbs; B division, How To Write.

Arithmetic—Felter's Intermediate reviewed. Sadler's Inductive to cir. decimals; B division, Felter's completed.

History—Goodrich's Child's reviewed. Topics through Mass. B division, Child's completed.

Geography—Harpers' School; Canada, Central America, West Indies, South America, Europe, Asia.

Penmanship—Harpers' No. 3.

Spelling—A, Swinton's Word Analysis to page 40. B, lists from other studies.

Drawing—Fifty designs based upon the square and Miss Hall's series.

Music—Loomis's No. 2. completed.

Explanations—I have had to compile Miss Clark's report from position of class reports handed me monthly. Miss Clark was in ill-health the entire year, and during the last months was not in school. After two months of school, the A division was given First Grammar work in grammar, arithmetic, history and word analysis. J. W. H.

FIRST GRAMMAR—MISS ELIZABETH LINDLEY.

Reading—A class, Heroes of the Revolution, Rip Van Winkle, Evangeline, Braddock's Defeat, Lady of the Lake; B class, Ice Maiden, Rip Van Winkle, Enoch Arden, Champlain and His Associates.

Spelling—Swinton's Word Analysis. A, pp. 1-62; B, pp. 1-50.

Penmanship—Harpers' No. 4.

Language—Harvey's Grammar. A, pp. 25-147; B, pp. 25-125.

Arithmetic—Sadler's Inductive, Part I, pp. 1-329.

Geography—Harpers' School ; Africa, Asia, Oceanica.

History—By topics. A, from discovery of America to National Period ; B, from discovery of America to the Revolution.

Drawing—Object under Miss Mary Leal's supervision.

Music—Loomis's No. 3, pp. 1-94.

SECOND GRAMMAR—MISS HORTENSE G. CONAWAY.

Reading—Lady of the Lake, Cricket on the Hearth, Miles Standish, Youth's Companion (5 numbers), U. S. History.

Grammar—Harvey's English, pp. 136-264.

Composition—Swinton's.

Geography—North and South America, Europe, Asia, Africa, and Australia.

Spelling—Swinton's Word Analysis, Latin, Greek, and Anglo-Saxon elements.

Music—Book No. III, pp. 1-90.

Arithmetic—Sadler's: percentage and applications, ratio, proportion, bankruptcy, storage, equation of payments, partnership, involution, evolution, mensuration.

Penmanship—Principles, analysis of small and capital letters, notes, drafts, letters.

History—By topics. National Period.

Spelling—Made prominent in all branches taught.

Drawing—Object work under Miss Leal's direction.

Explanations—In reading much attention given to thought, spelling, geography, history, and language of pieces studied. In grammar, the sentence and its analysis, prosody to some extent, etymology reviewed ; in composition, definitions, sentences, prescribed exercises, variety of expression, style, themes, figures, versification, punctuation, much written work carefully corrected ; in geography, continents by outline and map, principal river systems of each, chief cities, political divisions ; sketching from memory, mathematical definitions, systematic arrangement of facts as shown in note-books ; climate, rainfall, products, industries. Word Analysis included : 1. Pronunciation. 2. Spelling by letters. 3. By sounds. 4. Derivation. 5. Literal meaning. 6. Applied meaning. 7. Use in sentences. Music, under Mr. Moore's supervision, reading, singing, definitions of terms and a review of all work done. In arithmetic emphasis given : 1. To the reading of an example. 2. To its solution. 3. To explanation of solution, including fundamental definitions and principles, and statement of the process in a rule ; much time spent upon percentage and applications. In numeration, definitions, and examples illustrated with drawings. History, the Constitution and formation of the government, six weeks ; events of each administration ; wars as to : 1. Cause. 2. Principal

battles. 3. Location of places mentioned in text. 4. Results. 5. National effects. Geographical facts called out by the history were sketched on maps and written in note-books: biographies of leaders given, tabular statements of presidents, states, territorial growth, battles, etc., prepared. The leading texts, Ridpath's, Barnes's, Scott's, Montgomery's, Taylor's Eggleston's, Fiske's, Anderson's.

DRAWING—MISS MARY LEAL.

First and Second Grammar Schools—Principles of freehand learned from drawing geometric solids in outline and in light and shade. Principles applied in drawing groups of common objects, as books, bottles, vases, tables, etc.

High School—Charcoal work, copying: some object. Zoology, copying illustrations in text-book to obtain freedom of movement. Drawings from objects, as insects, worms, bones, birds. Botany: copying illustrations, drawing from objects as plants, flowers, leaves.

MUSIC—MR. M. W. MOORE.

First Primaries—Diatonic scale from 1 to 8 by tone names (1, 2, 3, 4, 5, 6, 7, 8), and by syllables, do, re, mi, fa, sol, la, si, do; the combinations and skips made from first five: songs to page 40, book No. 1, by tone names and syllables. Rote songs left to the discretion of the teachers.

Second Primaries—Reviewed last year's work: all skips and combinations from 1 to 8, completed book 1, singing all songs by syllables, by names of tones, by syllables, fa, la: names of the counts in each measure, proper time to each note, and by the words.

First Intermediate—Reviewed work of second primary, book No. 2 to page 42: began spelling and pronouncing chords preparatory to two-part singing.

Second Intermediate—Reviewed previous work, completing chord study, completing book 2, singing two-part songs.

Third Intermediate, No. 1—Same as above. *No. 2*—Reviewed previous work, book No. 3 to page 61, extra drill in rapid scale practice.

First Grammar—Reviewed, book No. 3 to page 91.

Second Grammar—Same as first, and will so continue through book 4.

HIGH SCHOOL.

MISS MARY LEAL—*Drawing*—Charcoal work, copying: some object. In zoology class, copying illustrations in text-book to obtain freedom of movement. Drawing from objects, as insects, worms, bones, birds, fishes, etc. In botany class, copying illustrations, drawing from objects, plants, flowers, leaves, etc.

M. W. MOORE—*Music*—Four parts work. A boys' glee club and a girls' carefully drilled. *Algebra*—Olney's School to page 294, solved all examples except those marked for advanced course, studied definitions, rules, and remarks necessary to make solutions possible and intelligible. *Bookkeeping*—Bryant and Stratton's High School, definitions, principles, and rules necessary for writing the different sets of memoranda; sets I, II, III, business, prosperous and adverse; sets IV and V, jobbing and importing, principal books, cash, invoice, sales and journal, auxiliary inventory and bill. Three sets in single-entry changed to double and business continued one month with original entries. Work supplemented from other texts.

MISS MATTIE MATHENY—*Latin Lessons*—Jones's Lessons with Allen and Greenough's grammar. *Cæsar*—Books I-IV. *Cicero*—The four orations against Catiline, the oration for Archias, and the oration for the Manilian Law. *Virgil*—Books I, II and IV. *Rhetoric*—Elements, Hill's (D, J.); Argumentative Discourse, Hill's (A.S.), Spencer's Style. *Literature*—Brooke's Primer of English, Richardson's Primer of American. *General History*—Quackenbos's World to page 266, including ancient and mediæval. *Greek*—Smith's Smaller completed. *Roman*—Smith's Smaller completed. *Egyptian*—Smith's Smaller East to page 132. *Scripture*—Smith's Smaller completed.

Explanations—Latin beginning, eight months on grammar and lessons, held closely to the text with some supplementary work, frequent reviews, much drill in declensions and conjugations; aim to ground the pupil in grammatical forms and constructions. One division spent some time in reading stories and fables. Last month given to Cæsar. With the Latin authors considerable attention given to constructions; in translations, original constructions insisted upon until fully understood; historical connections studied and care taken to have the pupil get the thought; synopses required. In rhetoric, the text closely followed; some drill in composition. In literature the time was about equally divided between the history of literature and the study of literature itself. Each pupil read three novels chosen from those of Dickens, Scott, Thackeray, Eliot, Hawthorne, Cooper, Eggleston, and Howells and wrote a synopsis of each. The following were read in class: Lady of the Lake, part of Marmion, Evangeline, Miles Standish, Locksley Hall, Locksley Hall Sixty Years After, Rip Van Winkle, Selections from Cowper, Julius Cæsar. Each pupil read five poems selected from the following: Merchant of Venice, As You Like It, Fire Worshippers, Prisoners of Chillon, Tent on the Beach, Snow-Bound, Cotter's Saturday Night, Ancient Mariner, Maud. In history little supplementary work was done, the text being ample for the time given, attention given to the geography of the countries studied, frequent reviews and much drill.

H. T. WILLSON—*Botany*—Eight weeks of fall term, nine weeks of spring term. Fall work, special study of leaves, fruits, seeds, and

other parts of a plant easily studied. Spring work completed the subject: germinating plants, roots, stems, leaves, flowers studied. Each pupil collects, prepares and mounts fifty specimens of indigenous plants, determines the species and writes the description of each specimen. Much drawing under Miss Leal's supervision. Gray's School and Field. *Physiology*—Alternates with botany, about twenty weeks. Three weeks given to Smith's Primer, twelve weeks to Hutchinson's text, the remaining time to dictation upon subjects too briefly treated in the text-books. Some drawings under Miss Leal's instruction. *Physical Geography*—Guyot's supplemented with the Eclectic. A few days given to the study of such elementary facts of physical science as were thought most essential to an understanding of the phenomena treated of in this study. The Eclectic and a few dictated lessons furnished these facts: thirteen weeks. *Zoology*—A year's work. Three months laboratory, studies of earthworm, grasshopper, moth, butterfly, caterpillar, beetle, fish, frog, snake, bird and cray-fish. Members of the class made additional studies. Colton's Practical Zoology the basis. The class was taught how to remove the skins of birds and small mammals, and to prepare them for preservation. Some work in observation of habits of various animals. Records of work in all the above lines have been preserved in carefully prepared note-books. This preparation has been an essential part of the work for credit. Under Miss Leal's instruction, drawings of animals and separate organs. For this purpose the mounted specimens of our collections have been used, every pupil drawing at least four; also caterpillar, butterfly, beetle and star-fish. Last six weeks the class collected and arranged a large number of insects, fish, cray-fish, frogs, snakes, birds, etc., for cabinet specimens and for use of future classes. Five months' study of Orton's Comparative. *Natural Philosophy*—The year, Norton's text: correct definitions, concise statements of principles: pupils encouraged to test accuracy of statement by experimentation and required to perform many illustrative experiments. Well written descriptions of fifty of these presented by each pupil and these taken into account in determining the final standing. *Geometry*—Olney's Elements completed, discrimination between data and demonstration: geometric language insisted upon as well as geometric sense; many original demonstrations required: many examples involving numbers solved: simplicity in demonstration ranks next to accuracy: pupil's attention continually directed to the fact that the more nearly a demonstration approaches definitions and axioms as its basis the better it is. Reviews frequent; drills constant. *English History*—First five months: Morris's Class Book. Pupils taught to look upon English history up to Charles II as the history of our own people prior to the discovery and settlement of this continent; subsequent history as that of a kindred nation, having with us a com-

mon origin, a common language, and a common civilization; special attention paid to social and constitutional history; definite location in time and place of leading events, and pupils induced to look from events to their causes and effects. Special work upon the English Constitution during the last weeks of the course as a basis for the study of our own Constitution. *Civil Government*—Last four months of senior year, following English history. A comparative study of the constitutions of Rome, England and the United States; the effects upon these peoples of the various forms their governments have assumed. Careful study of all the departments of our own government as to powers and duties, both in theory and practice; the object in view, to render the pupil familiar with subjects, a knowledge of which is essential to good citizenship. Andrew's Manual, Tighe's Roman Constitution and reference books.

J. W. HAYS—*Algebra*—Olney's School completed, work chiefly individual; ability to solve examples and to give the necessary explanations in the language of the science. The logical and argumentative character of the subject constantly in view. Solutions when explained begin with a definition and end with a rule. Care taken to make every pupil feel his responsibility for success or failure. Not sufficient work with Quadratic Equations. *Trigonometry*—Wentworth's plane, nine weeks; formulas carefully developed, character of logarithms shown and operations involving them, pupils fairly efficient in solving examples.

Pupils completing this course received diplomas, and our diploma, wherever shown, stands essentially for what is outlined above.

TO PARENTS AND TEACHERS.

The desired ends of our system of schools are manhood and scholarly habits. By manhood, is meant self-consciously directing its activities; by scholarly habits, the looking to knowledge as the source of the motives to self-activities. The means to these ends are discipline or management of pupils and curriculum or course of study adapted to the needs of a child as he grows out of helpless infancy into the continually multiplying responsibilities of youth and self-guidance.

A wise discipline so environs the learner that he does right with least effort to resist wrong-doing. It induces him to act for himself, to depend upon what he knows largely in what he does, to habituate himself to good conduct. It keeps him, so far as possible, unconscious of a controlling authority external to himself, of an authority that can be outraged and that can retaliate with penalties. It unobtrusively guides his intercourse with others, his relations to the school, his manner of approaching studies, his bearing towards all phases of school concerns. It appeals directly to the guiding element of childhood and youth and makes the learner teachable by causing him to become favorably disposed towards studies and prescribed department.

This is no easy task. It requires of a teacher that he know when to encourage, when to repress; how to lead will power in one direction, how to divert it from what is harmful. He must know how habits are formed and what habits to strengthen, not collectively but individually.

He is always to be mindful of the fact that public school pupils need forming, not reforming; that the molding element is in the pupil and not in the teacher: that this formative agent is stimulated by externals and that he is chiefly concerned in selecting and manipulating suitable surroundings.

Here is where teachers fail in management. The suspicious teacher is distrusted by his pupils: tyranny begets not only fear but hatred of instructor and instruction; noisy tuition brings boisterous responses, if it does not paralyze childish desire to imitate; excessive politeness nauseates; and effusive demonstrations of personal regard open a child's eyes to their vacuous composition. Rasping words move to an attitude of defiance; vacillating measures give rise to uncertain conduct; unwise punishments forfeit confidence in both the teacher and his motives. It is as true in school life as in social life that regard for others commands respect for self.

Children like to be managed in a business, masterful way: a way that shows system rather than individual notions and official influence as the dominant factors. Custom is more potent than habit. The rude child gradually sloughs his crudities when these rub against the manners of associates. A vicious boy is in purgatory when his surroundings are virtuous, and he will escape torments by changing habits or chums. He will do this by an internal, subjective prompting. The change may be hastened but is not effected by admonition, reprimand, punishment, by any of the incentives at his teacher's bidding.

The sentiment of a school is its effective disciplinary factor. No other shaping force gets so near the roots of conduct, or so abundantly furnishes elements of growth in behavior. It is ever present and always persuasive with the pupil whether he be alone or in the company of associates. It is authoritative without argument, punitive without ill-will, repressive without conceit. Keenly sensitive to acts of injustice, to bitter words rashly spoken, to erratic regulations, to discord between those in authority over the child, it may be easily turned aside into channels where ends are not desirable. The customs that follow this deflection will be harmful and one of the great instrumentalities of schooling be misapplied.

The sentiment of a school assimilates that upon which it feeds. In this process the teacher stands for the knowledge side. Through precept and example he shows what manhood is. Thoroughly versed in the canons of conduct, he says "No," with the falling inflection. He speaks thus to himself as well as to pupils. Ordinarily his statement of what is proper is sufficient. Theoretically the child is not only willing but anxious to do right when he knows what is right. Practically and unfortunately this is not always so. "Why?" A host of causes could be enumerated, all centering in the fact that the pupil's mind

has only partial control of his body from lack of knowledge and training of its organism. These exceptions test managing skill. Every one of them brings the teacher face to face with the problem: How to induce this child to act so that his doing will be parallel to knowledge of what that doing should be, without violating the sentiment, the customs, and the manhood of the school? Here we must leave the teacher to his own experience and reflection. If the solutions must be delegated, other things being equal, the interests of the child will suffer. A teacher should manage his school and be responsible for what he does and how he does it.

The pupil is the assimilative agent in this growth. He sees, imitates, appropriates, and finally appreciates the knowledge his teacher typifies. He is awkward in process because his organic instruments are relatively untrained. As mind gains skill to incite and direct nervous and muscular energies, this awkwardness diminishes. In these efforts of mind to master its physical organs and instrumentalities mistakes innumerable are to be looked for; innocent errors, heedless deeds, malicious practices. The child is generally conscious of the mistake and knows its kind. He expects to be corrected according to the class of his misdemeanor. If the penalty is suited to the offense, that is, is corrective in its nature, the pupil's sense of propriety is not shocked and his tendency to form right habits is strengthened.

The result of this parallelism between knowledge of what conduct should be and efforts to do as this knowledge suggests is manhood, is causing a pupil's head to dominate and regulate his physical activities, is giving his mind its rightful place in his daily life—supremacy. This calls for no considerable amount of specific knowledge aside from that of behavior: of relations to self, to others, to duty as presented. Specific knowledge lifts the plane of individual life and the individual with the plane, but it has no great effect upon his disposition to do right. One does not need to know botany or trigonometry or Latin in order to be a model man among men. School training has much to do with character-forming; special studies *per se*, excepting ethics, have little part in determining what the manly or womanly qualities of a student will be; no part whatever if we could dissociate management and studies. The philosopher generically is not a saint, nor is the moral man necessarily erudite. These are our reasons for saying that manhood is one of the two great aims of these schools. It would be a pleasure, indeed, to be assured that any one had gone from their regime with tendencies diverted from wrong-doing. It is a satisfaction to know that the representative products of the schools are honoring them through moral worth in many of life's industries.

Our ambition for the schools has been to meet the educational requirements of this district, and, so far as practicable, the wishes of

their patrons. In a general sense these requirements are easily comprehended.

This is a reading community; papers and books are our chief source of knowledge. We look through the printed page to the things that make that page possible. The medium must be transparent or energies be wasted in deciphering symbols when another kind of knowledge is sought. It is a teacher's duty to put significance into every character used in the books given his pupils to study as that character comes to notice. This should be done by induction, that is, by observation, comparison, hypothesis, verification, when practicable by experimentation since knowledge satisfies only as it involves experiences. It is not sufficient that a learner have personal acquaintance with the things he would know. His experiences must be expressed or be ephemeral in results. Language is the phenomena of thought-activity. "As a man thinketh in his heart so is he," as he speaketh with tongue or hand so is he reputed.

Words and sentences, symbols generally, are to be studied as things—things standing for other things that are not necessarily more significant, and this discrimination is to be made by the learner. As soon as a reasonable content for a term is in a child's mind and the teacher knows it is there by the pupil's statements concerning it, then is he to have that term and thenceforth use it. Memory will care for her own when the conditions indicated are met. Knowledge is not a matter of conscious memory; it is a thing of self. We remember facts, but knowledge is usable now. Knowledge is what the soul knows rather than what it can know or has known.

The laboratory method is as pertinent in this work as in the study of a grasshopper, more pertinent since the object of study is vastly more important as an instrument of culture than is the orthopteron. Investigations keen, critical, and comparative lead to inductions that adjust themselves, one to the others, in the product sought. It is a sad commentary upon the work of public schools generally that the far greater number of their pupils cannot spell the words upon a printed page placed before them. This being true, how can they read the page, or apprehend the thoughts its sentences represent? Skill to interpret the printer's work with least conscious effort is a vital privilege to the reader of books. It is no difficult task to stand before a class and amuse and interest its members with expositions of subjects they desire to understand, but teaching ability alone can hold the printed page as a reading glass between a pair of eyes and what they must see.

It is a common complaint that pupils do not think. What is in the way of their thinking? They weigh readily those things in their daily lives that touch them personally. Why should they so easily solve the mysteries of a game or so confidently follow the intricacies of a fairy

story and not apprehend an example in arithmetic or a page of history? Surely it is what stands between the pupil and his task that is the obstacle to his thinking. If it contained the same amount of self relatively as that which stands between him and the game or story, he would as readily solve the example and comprehend the history. This mediator is a thing of itself. It may be an untrained organ as the hand in penmanship and drawing, or the vocal apparatus in speech and music; it generally involves one or more meaningless terms, eye forms or ear forms with which must be associated mental items of a very different nature or resulting knowledge will be formal rather than substantial. This associating is not a function of memory but of intellect.

There are many things for memory to clutch with a retentive grasp, but every one of them should be knowledge before it is deposited in the mental maw. Form does not outrank substance in the elements of scholarship; substance determines form. If the form be wrong there is a flaw in its determining substance and therefore additional work for the teacher. A pupil should be led to see, then to report accurately and exactly what he sees. The report is both the basis of further instruction and an incentive to continued investigation. The report is the teacher's guide but is only one of his ultimate objects. An educated person knows and is able to express what he knows, but expression follows knowledge and proves its possession. Definition is the test of scholarship. To put into axiomatic form the class to which an object belongs, its species and differentia is too much to expect of a beginner, but may justly be required of him, ought to be required, after he has had ample facilities for familiarity with the things he may be called upon to define.

It is proper to call attention to the training value of the procedure outlined. It contrasts industry and indolence, truth and error, self-reliance and mere imitation. It emphasizes the characteristics of a successful man of affairs, knowledge of his business relations, skill in adapting what he does to what he knows, consciousness that self must direct and control. It renders manhood the moving force, because of the method pursued and not from the nature of the subject-matter studied.

This community is a social unit. We have settled within a radius of a mile to have common interests and helpful associations. These interests and associations are to be considered, expounded, discussed. Speech is imperative and the schools are wanting to the extent in which they fail in encouraging pupils to talk and in guiding them along the lines of effective speaking. Knowledge gained from observation, from reading, from any source is to be reproduced in words fitly chosen, in tones properly modulated, in poses wisely selected, and these

qualities are to be the speaker's. Knowing is not sufficient; knowing and telling are not the only ends to attain. Speech, presenting unquestionable truths, moves and convinces men by carefully adapting words and voice to the thoughts expressed. Who can estimate the social effects of a pleasing address! Schools should enforce the habit of meeting others with generous thoughts, pleasant words, courteous manners. No part of our work is more gratifying than the visible growth of this habit as seen in intermediate, grammar, and high school grades.

Our people write a great deal, and year by year depend more and more upon the pen as a social and a business factor. What are the distinctive traits of an acceptable letter? A penmanship that requires no great labor to decipher, a form that attracts through its symmetry and fitness, a phrasing that pleases because of its simplicity and accuracy, a sequence of statements that shows familiarity with the subject-matter presented, a general aroma that suggests culture and the spirit of him that has self well in hand. Every one of these features involves a host of little things that separately are seemingly unimportant. Excellence in any line of activity results from attention to minutiae. What a drain upon the vitality of the instructor is this washing seven times in the river Jordan when Abana is almost in sight! The great work of his calling is an inspiration, its particulars are drudgery. Telling, repeating, reiterating details of punctuation, capitalization, forms, impresses a spiritless discharge of duties along with the facial lines of slavish routine. The claims of society, the desires of parents, the ambition of teacher demand that pupils be habituated to observing and obeying the usages of those that write acceptably to the eyes and the understandings of others.

Ours is a business people. We severally devote all our powers, physical and mental, to bread-winning occupations. Records of transactions are a necessity; accounts are to be so accurate that an oath to their correctness brings no shame to conscience. We must know numbers and the art of using them as employers and wage-earners. We need not know so much as the schools attempt to teach, not half so much, but with all that is attempted, the knowledge gained is insufficient till it has been amplified by the inevitable demands of business relations and quickened from the life-blood of loss and gain.

These things the school must attain since their intrinsic values are felt in all the relations of life. The first is the key to recorded knowledge and a highway among its treasures; the second gives the individual his rightful place in the concerns of his generation; the others preserve what is done now and make accelerated progress possible, and all are leavening elements in personal culture. He that is deficient in any of them is unduly limited in opportunities, is open to uncalled-

for dependence upon others and therefore to chagrin, impostures, speculations. He that has mastered them can defend his own, and has before his activities the realm of what humanity has known and the possibilities of what man has achieved.

The state has provided largely as to the kinds of knowledge that shall lie behind the work above indicated. It has decreed for geography, U. S. history, physiology, music, drawing, and the elements of botany, zoology, and physics. It wisely leaves to boards of directors and communities power to require other studies as local conditions demand. We have studied these conditions carefully and for many years. To us they seem to have three centers: 1. What is needed in the kinds of business that engage our people. 2. The statutory requirements of those that would teach. 3. The qualifications for admission as established by higher schools and colleges. By far the greater number of our pupils goes directly from the grade work of our schools into business activities and responsibilities. These leave us at a little under twelve years of age. This year one hundred and twelve pupils were enrolled for the first time; twelve finished the course, and the latter number represents a fair percentage of the entire enrollment that seeks secondary instruction.

In outline our curriculum is strong in mathematics, in science, in English, in vocal music, unusually strong in history, fairly comprehensive in Latin, reasonably efficient in drawing, and an average in literature and rhetoric. The exhibit under "Work Done," shows how nearly the schools have filled this outline and indicates something of how we expect subsequent reports to present improvements. We are not standing still while educational leaders discuss the knowledge values of studies. The demands for geometry were met by the introduction of that science, so with Latin, general history, drawing, music, and secondary studies generally. They were not ingrafted on account of being in the courses of other schools, but in response to unfilled conditions. As other needs become apparent our work will widen and differentiate according to the revenues at the disposal of its authorities. Symmetrical development is the best evidence of organic growth. The good already attained is to be maintained and amplified by incorporations rather than to be supplanted by the possible good of a revolution. Every thinker theorizes, but is not thereby justified in giving the bulk of his labors to experiments when hired to render results mutually agreed upon. It may be professional to put theories into a crucible; it assuredly is business to produce ears of corn when employed to cultivate a field of maize. The loyalty of the school to its work is admirable and the confidence of pupils and parents in the intentions and the capabilities of its authorities and instructors makes this work pleasant and increasingly profitable for pupils and teachers.

It has always been assumed by those in authority that every teacher, from selfish if not from higher motives, will strive to have his teaching as interesting to pupils as the nature of the work to be done and the skill of the instructor will permit. For many years, at least, it has been conceded that a teacher has the right to his ways of doing school work, subject, of course, to well meant and discriminative criticism. Teachers have been comparatively free within their departments to do in methods as their judgment dictated, but have been rigidly held responsible for results. Every one of them has been credited with being a student of his duties, of how to organize and present subjects assigned him, of how to induce pupils to take hold of studies and enjoy them, of rational incentives to approved conduct both moral and intellectual. Every one of them has been employed because of supposed fitness resulting either from self-training or from professional oversight. Rarely, indeed, has a novice been chosen to a place in the corps whose history clearly illustrates that a professionally trained teacher becomes experienced much more rapidly than an empiric becomes professional; that knowledge, experience, and adaptability to conditions are the elements of successful instruction; that knowledge is the *sine qua non* of the teaching art.

The professional spirit is abroad in our midst and prompts self-improvement, the reading of professional books and journals, attendance upon associations and institutes, studies for higher grade certificates, the gathering from all available sources of hints in management and the weaving of these hints into our several systems. Every one of our teachers knows what a good public school is, that success will be his or failure; that the honor of doing well will be coupled with his name, or that he will writhe among the tortures of discredit; that no other than self depends upon his exertions and results for borrowed good and appropriated honors. Every one knows that he will be fully and unequivocally supported in honest efforts to do a little better this year than was done last year, and that minor mistakes will be added neither to the momentum nor the celerity of the guillotine. All have some knowledge and convictions concerning the leading educational topics of the hour, child-study, nature-study, literature in the grades, character-building, individuality of the child, laboratory methods, knowledge values, concentration, mental development, habit-forming. They know enough of the "New Education" to sharpen their appetites for more knowledge in the same line, and yet every one has sufficient wisdom to teach fractions as best he can when that subject is presented, and then, when opportunity offers, to commune with self and others as to whether it has been taught well and wisely. They recognize the importance of self improvement, of better texts, of more rational procedures in management, of more suitable surroundings, of growing

carefulness in selecting the fundamentals of what their pupils are to learn. They have the wit to understand that there are right and wrong ways of doing school tasks, and ways that are intermediary ; that if they can so organize what their departments are to give pupils as that it will satisfy the mental cravings of these children, there can be no question of the worth of their services ; that in wisely purveying to the intellectual needs of those under their guidance, not only will intelligence result, but moral worth, manly and womanly excellence.

QUALIFICATIONS, POWERS, AND DUTIES OF THE BOARD.

(Compiled from the School Law.)

The Board of Education is a body politic and corporate, whose legal title is The Board of Education of District Number Three, Township Number Nineteen, Range Number Nine, County of Champaign, and State of Illinois. It consists of a president and six members. Any person, male or female, married or single, of the age of twenty-one years and upwards, who is a resident of the district and has resided in this state one year, and who is able to read and write in the English language, is eligible to membership. The president and two members are elected annually on the third Saturday in April, the former to hold his office one year and until his successor is elected and qualified, and the latter for three years and until their successors are elected and qualified. Notice of the annual election is given by the Board at least ten days previous to holding it. This notice specifies the place, the time, and the purpose. When a vacancy in the board occurs, it will at once order an election to fill the vacancy,

POWERS AND DUTIES,

1. To establish and support free schools not less than six months nor more than ten months in each year. Every school established under the general law shall be for instruction in the branches of education prescribed in the qualifications for teachers and in such other branches including vocal music and drawing as the Board, or voters of the district at the annual election of directors, may prescribe. The following are the objects for which annual and special elections may be called: (a) Election of officers. (b) Borrowing money. (c) Refunding bonds. (d) Purchase or location of sites. (e) Purchase or building of houses. (f) Moving houses. (g) Levying tax to extend school be-

yond nine months. (h) Adding branches to the course of study. 2. To ascertain annually how much money must be raised by special tax for school purposes during ensuing year, and, on or before the first Tuesday in August, certify and return said amount to the Township Treasurer. 3. To buy and lease sites; purchase, build, move school houses, when authorized by a majority of all the voters voting at an election called for such purpose in pursuance of a petition signed by not less than five hundred legal voters or by one-fifth of all the legal voters of the district. 4. To borrow money and issue bonds therefor for building school houses, purchasing sites, repairing and improving school houses, and for refunding any bonded debt, when authorized by a majority of all votes cast at an election called for that purpose. 5. To issue orders against and in anticipation of any taxes already levied to the extent of seventy-five per centum of the amount of said levy, to meet and defray the ordinary and necessary expenses of the district when there is no money in the treasury. 6. To repair, improve, and furnish school houses with necessary fixtures, apparatus, libraries, and fuel. 7. To take charge of school houses, furniture, grounds, and other property belonging to the district and see that the same are kept in good condition. 8. To issue orders and warrants upon the township treasurer signed by the president and the secretary for sums for which the Board becomes liable. 9. To pay teachers' wages monthly. 10. To purchase a sufficient number of the text-books used, to supply children whose parents are unable to buy said books. 11. To allow the secretary appropriate compensation for duties actually performed. 12. To sell such personal property belonging to the district as is not needed in the schools. 13. To establish schools of different grades and to make regulations for the admission of pupils into the same. 14. To lay off and divide the district into sub-districts, and, from time to time, alter the same, create new ones, and consolidate two or more sub-districts. 15. To apportion the scholars to the several schools. 16. To admit non-residents when it can be done without prejudice to the rights of resident pupils and fix the rates of tuition. 17. To examine and employ teachers and fix the amount of their salaries. 18. To employ a competent and discrete person as superintendent and fix and pay a proper salary, and when advisable, require such superintendent to act as principal or teacher in the schools. 19. To appoint a secretary and provide well bound books in which to keep a faithful record of all the proceedings of the Board. 20. To appoint a truant officer, determine his compensation, and provide for payment of the same. 21. To visit all the public schools of the district as often as once a month to inquire into the progress of the scholars and the government of the schools. 22. To dismiss and remove any teacher whenever, in their opinion, he or she is not qualified to teach, or the interests of the schools may require

such removal or dismissal. 23. To prescribe the method and course of discipline and instruction in the respective schools, and see that they are maintained and pursued in a proper manner. 24. To have pupils of suitable age instructed in physiology and hygiene with special reference to the effects of alcoholic beverages, stimulants, and narcotics on the human system. 25. To expel any pupil who may be guilty of gross disobedience and misconduct. No action can lie against the Board for such expulsion. 26. To establish and promulgate such rules, regulations, and by-laws as may be necessary for the establishment, and government of a uniform system of discipline. 27. To prescribe what text-books shall be used, and to enforce uniformity in text-books. 28. To grant special holidays, when such action seems advisable. 29. To provide that children under twelve years of age may not be confined in school more than four hours daily. 30. To annually prepare and publish in some newspaper or in pamphlet form a report of the number of pupils instructed the year preceding, the several branches of study pursued, the number of persons between the ages of twelve and twenty-one years unable to read and write, the receipts and expenditures of the school funds, specifying the sources of such receipts and the objects of such expenditures.

LEGAL PROHIBITIONS.

1. From exceeding two per centum of the valuation of the taxable property in the district for educational purposes, and three per centum for building purposes in making the annual levy. 2. From voting in any manner except by yeas and nays upon questions involving the expenditure of money. 3. From transacting official business except at a regular or special session of the Board. 4. From being individually interested in any contract made by the Board while a member. 5. From being individually interested in the sale, proceeds, or profits of any book, apparatus, or furniture used in the schools. 6. From excluding, directly or indirectly, any child from school on account of the color of such child. 7. From issuing bonds in excess of five per centum of the valuation of the taxable property of the district. 8. From issuing bonds, buying sites, purchasing, building, or moving school houses, except by the authority of a majority of the voters voting at an election called for the purpose of instructing the Board. 9. From making any appropriation or paying from any school fund anything in aid of any church or sectarian purpose or to help support any school or institution controlled by any church or sectarian denomination. 10. From paying any public funds to any teacher unless such teacher shall have furnished statements of attendance of pupils, etc., and shall have satisfactorily accounted for the books and other property of the district he may have taken in charge.

ORGANIZATION OF THE BOARD.

DUTIES OF THE PRESIDENT.

The president presides at all meetings of the Board. In his absence the Board may appoint from their number a president *pro tempore*, said appointment carrying with it the duties and privileges of president for the time for which appointed. He gives the casting vote in case of a tie between the members; otherwise he has no vote. He signs all orders for the payment of money ordered by the Board, records of the proceedings of the Board, and all contracts and writings to which the Board is a party. With the approval of the Board he appoints all of its standing and special committees, and administers necessary oaths and affirmations. He has authority to dismiss any school temporarily when in his judgment such dismissal is necessary or desirable. From time to time he reports to the Board in writing such recommendations touching the interests of the schools as he may think worth reporting or as may be called for by the Board, and he performs such other duties not in conflict with the school law as may be imposed upon him by the Board.

MEETINGS.

The annual Meeting of the Board is the first Monday following the annual election of members. The objects of this meeting are: 1, to close the business of the past year, and, 2, to complete the organization of the Board for the ensuing year. The secretary of the Board is elected at this meeting and is chosen for one year and until his successor is elected and qualified, and the standing committees are appointed.

The regular meetings of the Board are held on the Saturday after the Fourth day of each month at such hours as may be agreed upon. Four members, not counting the president, are a quorum, and the following is the order of business :

1. Roll call.
2. Reading and approval of minutes.
3. Reading of communications and action thereon.
4. Reports of standing committees.
5. Reports of special committees.
6. Report of superintendent.
7. Unfinished business.
8. Presentation of bills.
9. New and miscellaneous business.

Every member present votes on all questions unless excused by the president. The ayes and nays are taken and recorded upon all questions involving the expenditure of money, and upon any other question when demanded by any member of the Board. All other questions of order that may arise are decided according to the customary rules and usages of deliberative bodies.

Special meetings may be called at any time by the president or by a majority of the members, but no business other than that for which called is transacted at any special meeting.

DUTIES OF THE SECRETARY.

The duties of the secretary are ; 1. To keep a full and faithful record of all the Board's proceedings and sign the same. 2. To conduct the correspondence of the Board. 3. To draw and sign all orders and warrants issued by the Board. 4. To report to the township treasurer, immediately after the organization of the Board, the names of the president and the secretary. 5. On or before the seventh day of July annually to report to the township treasurer having custody of the funds of the district such statistics and other information in relation to the schools of the district as said treasurer is required to embody in his report to the county superintendent. 6. To prepare and cause to be prepared such other reports as the law defines, the board orders, and other school officers request as necessary for their guidance. 7. To perform such other duties as may be imposed upon him by the Board that are not in conflict with the school law.

STANDING COMMITTEES.

1. Committee on Finance, consisting of three members.
2. Committee on Buildings and Grounds, consisting of three members.
3. Committee on Teachers and Text-Books, consisting of three members.

4. Committee on Visitation and Discipline, consisting of four members.

5. Committee on Supplies, Libraries and Apparatus, consisting of two members.

The duties of the committee on finance are : 1. To recommend such measures of finance as shall seem to them expedient. 2. To examine from time to time the accounts, the financial reports, and the books of the Board and see that they are properly kept. 3. To determine the amount necessary to be raised by special taxation and to report the same to the Board and to the township treasurer. 4. To consider and examine all financial claims referred to them by the Board and report upon the same as soon thereafter as practicable.

The duties of the committee on buildings and grounds are : 1. To examine frequently the buildings and grounds belonging to the district and to recommend such repairs and alterations therein as may seem to them for the best interests of the schools. 2. To look after and supervise such constructions, repairs, and alterations as the Board may order. 3. To examine proposed sites for school buildings, and architectural plans for proposed school houses or changes therein, and to report thereon to the Board. 4. To see that buildings and grounds are properly cared for by teachers and janitors and to suggest such rules and regulations as may be necessary to secure proper care and protection. 5. To recommend to the Board such furnishings and changes in furniture as they think necessary. 6. To consider applications for positions as janitors and to recommend the employment of those applicants that appear to them best fitted for the places sought and to recommend a fair scale of wages for the work to be done.

The duties of the committee on teachers and text-books are : 1. To examine or cause to be examined applicants for positions as teachers in the schools of the district, and to report to the Board as soon after the regular meeting in May, annually, as may be practicable, the names of applicants best qualified for the positions to be filled. 2. To recommend the transfer or dismissal of any teacher whenever the interests of the schools seem to require said transfer or dismissal. 3. To consider and examine all complaints in which a teacher is one of the parties concerned and to recommend to the Board such action as may seem proper and just. 4. To recommend necessary changes in text-books and to see that said changes are made not oftener than once in every four years. 5. To see that children whose parents are unable to purchase the necessary text-books are supplied at the expense of the district, and that books thus furnished are loaned and returned at the proper time. 6. To have pupils of suitable age instructed in physiology and hygiene with special reference to the effects of alcoholic beverages, stimulants and narcotics on the human system. 7. To recommend to

the Board a scale of wages for the teachers employed and from time to time such changes therein as may be equitable or advisable. 8. To suggest to the superintendent any changes in the course of study that may, at any time, appear commendable.

The duties of the committee on visitation and discipline are: 1. To visit the schools of the district as often as once a month in order to inquire into the progress of the scholars and the government of the schools. 2. To grant special holidays for excellence in attendance and punctuality and for other causes that in their judgment make such action advisable. 3. To consider reported violations of the rules adopted for the government of the schools, complaints of parents against the disciplinary measures of teachers, cases of suspension upon which the Board is to act, and to report to the Board whatever action the committee thinks it wise to take. 4. To recommend the expelling or indefinite suspension of any pupil that may be guilty of gross disobedience and misconduct. 5. To advise with the teachers and the superintendent upon such items of discipline and management as may suggest themselves. 6. To report to the Board at each regular meeting the condition of each school visited during the month.

The duties of the committee on supplies, libraries, and apparatus are: 1. To see that the schools are supplied with fuel, chalk, registers, class-books, and other necessary incidentals. 2. To study the needs of the schools with reference to libraries for reference and for miscellaneous reading. 3. To provide suitable apparatus with which to illustrate the different studies pursued, such as charts, maps, globes, and the like.

The Board can order any committee to reduce any or all of its reports to writing.

At the regular meeting in May, annually, or as soon thereafter as may be practicable, the Board employs a superintendent of schools and fixes his salary. It appoints a truant officer at such meeting and for such term as the interests of the schools seem to demand.

The Board reserves the right to amend the foregoing or any other rules it may adopt at any regular meeting.

DUTIES OF SUPERINTENDENT.

The superintendent of schools is that officer of the Board of Education who has supervision of the schools when in session and is responsible to the Board for their educational efficiency. Being employed by the year he is also responsible for such duties as belong to his office when the schools are in vacation.

1. In the absence of specific directions from the Board and from the school laws of the state, he decides upon such issues as are brought to his official notice, and his decisions in such cases are binding until reviewed by the Board in regular meeting.

2. He has immediate control of the course of study for which he alone is accountable to the Board. This gives him authority to make such changes in the order of studies and such modifications in the studies themselves as in his judgment the best interests of the schools require, provided these changes and modifications do not involve a change in text-books; to prescribe the requirements for graduation and to issue such certificates and diplomas as he may think advisable; to adjust studies and text-books to the several schools; to establish the qualifications for admission to the different schools of the district; to prescribe the manner and time of conducting examinations and to conduct in person any examination he may wish to hold in any of the schools.

3. He advises teachers as to methods of instruction, and, to this end, holds teachers' meetings at his discretion and presides thereat, the purpose of said meetings being the interests of the schools in matters of instruction and discipline. He visits the several schools when practicable, and is supposed to be fairly well informed as to the approved methods of his profession and capable of giving advice. He holds teachers to a strict account for results, but is not to dictate the method for reaching those results unless the one in use is grossly unprofessional and imperfect.

4. He sees that a rational discipline is enforced in all the schools. Good discipline is such management of pupils as incites to studies, provides pleasures therein, and leads to interest in acquiring knowledge. It checks the encroachments of one pupil upon the rights of another and secures for every pupil the full benefits of the school. When called upon by any teacher the superintendent is to assist in securing this discipline, and he is to see that no teacher is unduly annoyed by an unruly or obnoxious pupil. He has authority to rule upon modes of punishment and to forbid punishments of which he disapproves. So far as practicable he is to confer with parents and to respect their wishes in matters of discipline, but is in no sense bound by those wishes save as they are advisory. He prescribes, in addition to those established by the Board, rules and regulations for the general deportment of pupils in the school buildings and upon the school premises, and for the protection of the property of the district. He is authorized to suspend or otherwise punish pupils for misconduct and to assess and collect for the use of the district reasonable sums of money for the needless or careless damage of school property.

5. He is to attend the regular meetings of the Board so as to be thoroughly acquainted with its plans and purposes. When this attendance is inconvenient he is to notify the secretary who, in such cases, will report to him such actions of the Board as concern his office. He is to keep a record of the time lost by teachers and is to report the

same monthly to the secretary together with the reasons assigned for said loss.

6. He is to supervise the work of the janitors who are to consult with him as to their duties, to report damages, abuses of property, sanitary condition of buildings, needed repairs, and supplies, and to hold the buildings and premises subject to his orders under the direction of the committee on buildings and grounds.

7. He has control of the school buildings and premises when schools are in session. Application for their use must be made to him and he is not to permit their use for any other than educational purposes, except with the consent of said committee.

8. He is to keep such records as will clearly and succinctly show the condition of the schools as to enrollment, attendance, classification, etc. He is to have blanks suited to these purposes for distribution among the teachers and for communications with parents. While the forms of these blanks are left to his judgment they are to provide for : (1) residence, (2) enrollment, (3) attendance, (4) scholarship, (5) promotions, (6) transfers, admissions, (7) certificates, (8) diplomas, (9) notice to non-resident pupils, (10) class-records, (11) punishments, (12) suspensions, (13) restorations, (14) programme, (15) position of classes, (16) examinations, and other things he thinks necessary for a proper understanding of the work of the schools. He is to make an annual report to the Board which will show the condition of the schools during the year reported.

9. He is to advise the Board as to the qualifications of teachers, and is to anticipate vacancies so far as possible. He has authority to employ substitutes for temporary vacancies among the teachers or to dismiss temporarily the pupils of any school in which such vacancy occurs, as he may see proper, but such employment is binding only till the next subsequent meeting of the Board or of its authorized committee.

10. He is to have an office and set hours for the convenience of parents and others that desire to advise with him upon school matters.

11. He is authorized to excuse pupils from studies when health forbids the taking of a full course. Such excuses, however, are to free him from obligation to promote pupils so excused until the full requirements of the grade have been met.

12. He is to supervise the work of the truant officer who reports to him for instructions.

13. He is to teach so much of his time as can be spared from discharging the above duties.

14. He may be authorized by the committee on supplies to purchase books for the school libraries, apparatus for the different departments, and needed incidentals to the limit of such appropriations as

the Board makes and places at its disposal for these purposes, and is to incorporate an itemized statement of these expenditures in his annual report to the Board.

The aim of these liberal regulations is to enable the superintendent to mould our school system into accordance with the best thoughts of his profession by rendering him untrammelled by petty obstructions. If the head of a system is not free to direct and suggest, its members cannot work together harmoniously.

DUTIES OF PRINCIPALS.

1. To have general management of the schools in their respective buildings. This gives them authority to prescribe and enforce rules for the conduct of pupils in and about the buildings, *provided* these rules do not conflict with the general regulations of the Board and the superintendent. It is expected that each principal will show interest and zeal in having her building kept in as good condition as possible and that she will exercise due care over the play-ground, out-buildings, hydrant, etc. ; to protect these from abuse and needless damages. It is also expected that each principal will look after the work of the janitor of her building and will direct him when necessary and will see that pupils and teachers do not needlessly add to his duties.

2. Principals are to be at their respective buildings not later than twenty minutes before time for opening sessions and in inclement weather not later than thirty minutes. They are to see that all pupils have gone from buildings and grounds at the close of the daily sessions before leaving the premises.

3. Principals are hereby given authority to punish pupils belonging to any room in their respective buildings for infraction and disregard of such regulations as they make for the guidance and control of pupils under their direction. These punishments may be inflicted by the teachers of the offending pupils or by the principal herself.

4. Principals are not responsible for the teaching and the discipline of the several rooms in their buildings aside from the general regulations above specified, because they have no time in which to look after said teaching and discipline. But they are to advise with teachers when requested and to suggest as occasion indicates concerning these and other school interests.

5. The object of these instructions is to place the general interests of each school under the control of one responsible party. It is requested that each principal consult unreservedly with the superintendent and faithfully report to him at the close of each month as to the general character of the school with such new regulations as have been made, changes in those in force, suggestions and such other matters of general interest as may present themselves.

. TEACHERS.

From the School Law.

1. A teacher must be at least eighteen years of age, if a male, or seventeen, if a female; must be of good moral character; must, before employment, have passed a satisfactory examination in orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, history of the United States, and physiology and the laws of health with special reference to the effects of alcoholic beverages, stimulants and narcotics on the human system.

2. No teacher is entitled to employment or to any portion of any fund belonging to the district, who shall not at the time of employment, have a certificate of qualifications obtained under the provisions of the school law and entitling him to teach during the entire term of his contract. No teacher shall be paid any part of said fund who shall not accurately keep a register of his school which shall exhibit the name, age, and attendance of each pupil, the day of the week, the month and the year, an absence being signified by a mark, a presence by a blank, and who shall not have furnished a statement of attendance, etc., in lieu of a schedule and for the same purpose and subject to the same requirements concerning payment of teachers' salaries.

3. The school month is the calendar month. Teachers' wages are payable monthly. When the necessary reports have been presented and filed, the Board gives an order upon the township treasurer. In case said order or any portion of it is not paid for want of funds, the treasurer certifies the same by indorsement, and the amount unpaid draws interest thereafter at the rate of seven per cent. per annum until paid.

4. Teachers are not required to teach upon Saturdays, Sundays, New Year's, Fourth of July, Christmas, Thanksgiving, and fast days appointed by national or state authority, nor shall they be required to make up time lost by closing the schools upon such days or such special holidays as may be granted by the Board. Five days in any school year, during term time, or three days in any one term actually spent by a teacher in attendance upon a teachers' institute held under the direction of the county superintendent shall be considered time lawfully expended by said teacher in the service of the district.

5. It shall be the duty of every teacher employed in the schools to see that the school property of the district under his care is not unnecessarily damaged and destroyed, and at the end of his term of school he is to return his register to the Board and satisfactorily account for such property as may have been entrusted to him.

6. No teacher shall be interested in the sale, proceeds, or profits

of any book, apparatus, or furniture used in the school with which he is connected.

7. Lost time cannot be made up by teaching upon Saturdays, Sundays or holidays.

ADOPTED BY THE BOARD OF EDUCATION.

1. The Board hereby adopts the certificate of the county superintendent as its minimum standard of qualifications for any position as teacher in the schools of the district. Due regard, in the employment of teachers, will be given to superior qualifications in character, in intelligence and in skill, and, other things being equal, preference will be given to applicants that are known to be faithful in attendance at teachers' institutes and associations.

2. Teachers are expected to be professional and progressive and to show these traits by attendance upon local meetings called to consider the various phases of the teacher's work, and in the study of approved manuals prepared for teachers. A progressive teacher is a student as well as an instructor.

3. They attend such meetings as are called by the superintendent to promote the interests of the schools, and take such parts therein as he may assign. The superintendent only will excuse non-attendance at these meetings, and he shall consider no excuse sufficient that would not justify absence from school at any other time.

4. They are to carry out the instructions of the superintendent as to studies taught, reports furnished him, classifications of pupils, modes of punishment, and in such other items as pertain to the general educational interests of the schools. They are to remember that the superintendent is directly responsible to the Board for these things and that therefore they are directly responsible to him for them.

5. The law permits teachers to punish by whipping, but requires that the offense must justify said punishment, which must be reasonable. The law also permits teachers to send home pupils who are guilty of gross misconduct. On inflicting either of these punishments the teacher will report both to the superintendent and the parent in writing, giving a full description of the offense. It is expected that in inflicting punishments, teachers will select such as are reformatory and suggested by the offense. It is the design of the law and the wish of the Board that the teacher be mistress of her pupils, hence she will be sustained in all reasonable measures to control and discipline her department.

6. The bearing and the language of the teacher must be such only as are tolerated in the society of ladies and gentlemen. The school-room is no place for passionate and vindictive acts and language. A needed reprimand is no excuse for giving it in words alien to reputable

speech. So far as possible the schoolroom must furnish models for its pupils to attain, and must incite them to the attainment. Our teachers will remember that education is habit-forming and that they are not to contribute consciously to the forming of habits that society condemns.

7. Teachers are to be in their respective schoolrooms ten minutes before the time for opening, are not to permit boisterous conduct or unnecessary noise in said room at any time, are responsible for the order and neatness of the room and for the protection of its belongings, any damage to which is to be promptly reported to the superintendent, and, so far as practicable, are to exercise a watchful care over the conduct and the habits of pupils during intermissions.

8. Teachers are expected to open their departments promptly at the times set for opening, and not to dismiss earlier than the appointed hours, save with the consent of the superintendent. They are to see that all their pupils have left the school premises in the evening before themselves. They are to prepare as soon as practicable after the beginning of a term a programme of daily exercises and furnish the superintendent a copy of the same, and keep him informed of all permanent changes made therein, and they are to follow this programme. They are to remain in their rooms during session hours and to devote their energies to the duties of those hours and to no employment foreign to the purposes of the daily programme. They are not to send pupils on errands, during session hours, that do not pertain to school interests, and are to see that no advertisement is publicly read to their schools or distributed to pupils under their immediate control that has not been approved by the superintendent.

9. Teachers are requested to open morning sessions with appropriate songs, the reading of a Bible selection, and prayer. They are to make no comments in these or other school exercises of a sectarian character; but reverence for God and respect for holy things must be illustrated and enforced in every school.

10. The tenure of office of all teachers is at the will of the board. A resignation will not be accepted under less than two weeks' notice, and the board reserves the right to dismiss any teacher at any time for violation of rules or proved incompetence. Absence on the part of a teacher for more than one-half day forfeits the salary for the time lost and such absence must be reported in writing to the superintendent, one of whose duties is to inform the board of such facts. When a substitute is employed his or her pay must be taken out of the wages of the teacher whose place is filled.

11. Every teacher is to have a copy of these regulations in his schoolroom and to read to the school at least twice each year so much

of the same as will give pupils a sufficient understanding of the rules which apply to them as members of the school.

12. Teachers, having indigent pupils unprovided with text-books and the necessary accompaniments, are to make a list of such articles as are needed respectively by these pupils and send it to the superintendent. When said pupil has been supplied at the expense of the district, his teacher will record what has been thus furnished, with title, cost, and name of pupil. These supplies are school property and are to be cared for and accounted for by the teacher. Also when books are furnished for class use at the expense of the district, the teacher in charge will keep a record of such books by numbers and see that pupils return them at the proper time.

13. Teachers are to report to parents, when requested to do so, the deportment, attendance and scholarship of their respective children : so far as practicable they are to comply with reasonable requests from parents as to punishments, hours of attendance and the like. When in doubt as to whether any such request is reasonable, it is to be submitted to the superintendent for his decision.

14. By accepting a position in the schools of the district a teacher obligates himself to adhere both to the letter and the spirit of the above rules, which are hereby declared to be binding as part of any contract the Board may make with any teacher.

DUTIES OF JANITOR.

1. Under the direction of the superintendent the janitor is responsible for the condition of the school buildings, out-buildings and grounds. Being employed by the year he is to give his whole time to his work.

2. He is authorized to employ and pay, from his own salary, such help as he may need to keep buildings and grounds in proper condition; but the Board will recognize no claims or complaints from any person thus employed save through a report from the committee on buildings and grounds.

3. He is to attend to the building of fires : to the thorough sweeping of rooms, halls, and stairways at least once each day during term time ; to the daily dusting with brush and cloth of desks, tables and chairs ; to the scrubbing of floors when so directed by the visiting committee, or by the committee on buildings and grounds ; to the opening of buildings and rooms at 8:40 a. m., in pleasant weather, and at 8:30 a. m., in inclement weather ; to the locking of doors and windows at the close of the daily session ; to the daily inspection of out-buildings ; to the making of all needed repairs for which he is capable ; to the looking after wells, pumps, and hydrants and facilities for obtaining drinking water.

4. He is to supervise the thorough cleaning of the several buildings, such as the washing of windows, wainscoting and doors, the scrubbing of floors, the cleaning of seats, desks, stairs and the like, at such times as the board through any of its committees may direct.

5. He is to ring the bell at such time as he may be directed by the superintendent and is to discharge such other duties, tending to the good of the schools, as may be assigned him by the superintendent.

6. He is to prohibit pupils from assembling upon the school grounds on other than school days and at hours during school days other than specified by the rules of the Board. He, hereby, has authority, in the absence of the superintendent, to protect the property of the district from abuse and damage, and to order a person offending in any manner to leave any school building or grounds. He is also privileged, upon request, to permit pupils to remain on the grounds a reasonable time after dismissal for any suitable athletic games.

7. He has control of the basement and authority, for justifiable cause, to order pupils therefrom. He is to report to the superintendent any damage that may be done to any species of school property and any misconduct that may come under his observation.

DUTIES OF TRUANT OFFICER.

1. The truant officer sees that every person in the district having under his control a child between the ages of seven and fourteen years shall annually cause such child to attend for at least sixteen weeks, at least eight weeks of which attendance shall be consecutive, some public day school in the district, or that said child has been instructed for a like period in some approved private school or by one competent to give said instruction.

2. To arrest children of a school-going age (6 to 21 years) who habitually haunt public places and have no lawful occupation, and truant children who absent themselves from school without leave, and to place them in charge of the teacher having charge of the public school which the said children are by law entitled to attend.

3. To report to the superintendent daily for a list of absent pupils that he may trace the cause of such absence, and see that the spirit of the law is enforced.

4. The law designs to have this officer help the parent in asserting and maintaining his authority to have his child attend school regularly, hence parent and truant officer are expected to treat each other with mutual courtesy.

PUPILS.

1. Every person in the district whose age is not less than six years nor more than twenty-one is entitled to free membership unless he shall have forfeited this right through expulsion for misconduct. Non-

resident pupils are admitted on conditions explained in another place.

2. The purpose of the school is the good of the pupil. Hence its authorities will tolerate no evil doing on the part of pupils, no corrupting influences, no impolite conduct, no vicious practices, no immoral language, no violation of the laws of right and propriety as known by every child entitled to enrollment, and, it is thought, that the above tests are sufficiently suggestive to pupils as to the language, the conduct, and the practices that are required of them as members in good standing.

3. The good student is mindful of personal habits and appearance, punctual and regular in attendance, prompt in recitation, industrious in study hours, obedient to authority, respectful to teachers, obliging to schoolmates, cheerful in deportment, loyal to the interests of his school and unassuming in intercourse with others. Any pupil deviating from the foregoing by so doing will subject himself to such censure and discipline as his offense shall justify.

4. Pupils are not to assemble on any school grounds on other than school days, and on these not earlier than half past eight in the morning. Except in inclement weather and by special permission they are not to be admitted to their respective rooms earlier than twenty minutes before the opening hour. They are to leave the school premises on dismissal, and are expected to go directly home. Teachers may permit them to remain in their respective rooms a reasonable time for study and instruction, and the superintendent and janitor may allow them, on request, to remain on the play-grounds a reasonable time for plays and athletic exercises.

5. Pupils may be detained a reasonable time after the regular hours of dismissal: (1) to prepare lessons that have been neglected through indolence, (2) to make up time lost by unnecessary absence during session-hours, (3) to prevent mistreatment of other pupils on the way home. They are forbidden to throw stones, snow-balls and other missiles upon the school premises or immediate approaches thereto. They are not to leave the school grounds during session-hours without the consent of their respective teachers, and every one is promptly to pay any assessment for damage he may cause any species of school property.

6. A pupil absenting himself from any regular examination of his class or any special exercise assigned his class, and failing satisfactorily to justify said absence, will not be given his place in the school until, if his teacher so desires, he shall have publicly acknowledged the discourtesy, and taken the examination or performed the exercise.

7. Pupils are to remember that the janitor is a legal custodian of school property, and that they are to obey his directions in regard to the same; also, that any teacher has the right to reprove any pupil

for misconduct anywhere within the jurisdiction of the schools. Impudence or disobedience on the part of a pupil so reprov'd will be severely punished.

8. Pupils can be punished by : (1) reproof, (2) loss of privileges, (3) isolation from schoolmates, (4) expressive attitudes, (5) whipping, (6) suspension, (7) expulsion. A pupil that persists in disobeying his teacher, in being habitually disagreeable, or in neglecting his studies, after reasonable punishments by his teacher, will be reported to the superintendent for additional punishment or suspension. When a pupil is suspended, application can be made to the Board for reinstatement. If, after due investigation, the Board is satisfied that the pupil intends to conform to the rules of the school, it will reinstate him with conditions adapted to the case ; if, on the other hand, it finds the pupil incorrigible, he will be expelled for such time as the interests of the school seem to demand.

9. A pupil is not to enter the rooms of other schools than his own, except with the consent of a teacher who is thereby responsible for his conduct. He is not to go into the basement unless directed to do so by a teacher or is given permission by the janitor. All pupils are to pass quietly through the halls and up and down the stairways ; they are not to congregate about the entries, and, when dismissed from their respective rooms, are quietly to leave the building.

10. A half-holiday may be given the pupils of any department whenever its record for any school month shows an attendance of ninety-five per cent., reckoning by half-days and weekly enrollments and not to exceed one tardiness for every fifteen names on the monthly roll. When a school has no tardiness for a month, it will be entitled to a half-holiday if the attendance is ninety-three per cent. of the enrollment. A pupil is tardy when he enters his schoolroom after he is expected by his teacher. A teacher is thus permitted to excuse a pupil till an agreed-upon hour. If this privilege be abused to escape the effects of legitimate tardiness, it will be at once withdrawn.

11. Promotions for the first four years will be based upon the recommendations of the teachers of those grades. These recommendations may be based on examinations if the teachers so wish. For the fifth and subsequent years promotions will be made in reference to scholarship standing which is determined from monthly records and final examinations. A monthly record may be determined from examinations, or daily recitations, or both, at the option of the teacher in charge. The final or yearly standing of the pupil is the average of : (1) the average of his monthly grades counted twice, and, (2) the final examination mark counted once. Suppose a pupil's monthly records in any study average eight and a half on the scale of ten, and his final examination mark is seven : his yearly standing would be one-third of

the sum of seventeen and seven, that is, eight. When a pupil's monthly records average nine or more the superintendent may excuse him from taking the final examination. The superintendent is authorized to accept scholarship standings brought from other schools or from the county superintendent's examinations, if, after investigation, he thinks them adequate.

12. A pupil who satisfactorily completes the full course of study, and is endorsed by his teachers as possessing a good moral character, is entitled to graduation honors and a diploma. Upon request a certificate, specifying the amount of work done by its holder, will be given at the close of the school year to any one that has so nearly completed the course as not to justify another year's attendance. The superintendent may accord graduation honors to those seeking certificates. And he is the final authority as to a pupil's fitness for graduation.

13. Pupils have rights to be respected as well as rules to obey. Among these rights are: (1) respectful treatment from schoolmates and teachers, (2) equal privileges except as a result of misconduct, (3) opportunity to atone for an offense against propriety or authority, (4) protection against the tyranny of domineering associates, (5) the correction of mistakes in grading exercises and in reports, (6) needed information as to studies and deportment, (7) encouragement due personal efforts to succeed, (8) promotions and honors fairly and honestly earned.

TO PARENTS.

The School Law expressly provides that :

1. Any person who shall by threats, menace or intimidation, prevent any child entitled to attend a public school in this state from attending such school, shall, upon conviction, be fined in any sum not exceeding twenty-five dollars.

2. Every person having under his control a child between the ages of seven and fourteen years, shall annually cause such child to attend for at least sixteen weeks, at least eight weeks of which attendance shall be consecutive, some public day school in the district, or some approved private school, or be instructed by a competent person.

There are three ways in which this law may be violated by a parent or guardian: 1. By not sending the child to school sixteen weeks during the year. 2. By not requiring eight of the sixteen weeks to be consecutive. 3. By not beginning to send the child to school either at the beginning of the school year or as soon thereafter as notice of the delinquency shall be received.

3. Any person having control of a child, who, with intent to evade the provisions of An Act Concerning the Education of Children (compulsory law) shall make a willful false statement concerning the age of

such child, or the time such child has attended school, shall, for such offense, forfeit a sum of not less than three dollars nor more than twenty dollars for the use of the public schools of the district.

4. Children of school age (between the ages of six years and twenty-one) who are found haunting public places, or without regular employment, may be arrested by the truant officer and placed in charge of a teacher.

5. The Board asks parents to consider that school is a formative institution and not a reformatory; that it is only one of many agencies concerned in the education of its pupils; that its purpose is to augment parental efforts and authority, not to supersede them. It removes no parental obligation of any kind, simply lessens a parent's burdens and facilitates his child's mental and moral growth. It is necessary then that parents and teachers be harmonious in aims and processes and that the parent, as the more responsible party, do all in his power to assist the teacher. This assistance can be given in suggestions and information as to peculiarities, in magnifying the great ends of schooling, the upholding of the authority of the teacher, in making attendance and study the business of the child while a member of school. The Board does not hesitate to ask parents and guardians thus to co-operate with its teachers.

6. A child that goes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, will be sent home to be properly prepared for the schoolroom.

7. No pupil will be allowed to retain membership in any of the schools unless furnished with necessary books and accompaniments for study, after due notice has been sent to his parents or guardian and reasonable time has been given to obtain these supplies. Provisions are made for supplying indigent pupils.

8. Teachers have a lawful right to require a written excuse signed by parent or guardian for the absence or the tardiness of his child. In order to be valid said excuse must specify a sufficient reason for the absence or the tardiness. "Please excuse John for being absent yesterday afternoon," is not sufficient. "Please excuse John for his tardiness this morning; our clock is fifteen minutes slow," is sufficient when properly directed and signed, since it states the offense, the cause, and the request.

9. Pupils are not to collect on or about the school premises earlier than 8:30 a. m., and parents are requested not to send their children to school earlier than this hour.

10. Parents are asked to report promptly and fully all facts that may be desired by teachers, superintendent, and truant officer. These

facts are needed to serve the interests of the school and are not sought for mere personal ends.

11. Parents are specially requested to assist the truant officer in his efforts to overcome needless absence. His duties enforce parental authority and do not antagonize it ; nor will he be suffered to neutralize such authority except it be exercised against the good of the child. The Board and its employes are, above all things else, conservators of the intellectual good of every child in the district and ask the co-operation of every one in authority over him.

12. Pupils must attend the schools to which they may be assigned by the superintendent who is authorized to make said assignments, guided so far as possible by the sub-district lines established by the Board. Transfers from one ward or school to another, and promotions from grade to grade, must be made by the superintendent who has power to call upon teachers and parents for reasons and recommendations for said changes.

13. Pupils known to be afflicted with any contagious or infectious disease, or to come from a family where such disease exists, will be excluded from the schools until all danger of contagion or infection has been removed as evidenced by a physician's certificate to that effect.

14. Children under six years are not entitled to membership. As an act of courtesy and justice, perhaps, a child that, at the opening of any term, is within sixty days of being six years old, will be admitted on application to the superintendent accompanied by a truthful statement as to age, provided the teacher to whom the assignment is made is willing to enroll said pupil as a member of her school.

15. Any parent or guardian feeling aggrieved at any act or ruling of a teacher is asked to apply first to the superintendent for explanation or redress, and is especially requested not to expose his grievance to the offending teacher in the presence of her pupils. Teachers are not to be unduly embarrassed while discharging their daily duties.

16. Parents and guardians are responsible for any damage to the property of the school or of its members which their children and wards may occasion and are expected to make the same good without unnecessary delay. The property of the school belongs to the district and not to any one inhabitant of the district, and this regulation is designed to emphasize the Board's determination to respect the rights *meum and tuum*.

17. Parents and guardians are entitled to reports of the attendance, scholarship, and deportment of their children at such times as they may desire. To obtain said reports a parent must send a written request to the teacher in charge specifying what he wishes to know.

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ANNUAL REPORTS

OF THE

URBANA PUBLIC SCHOOLS

FOR THE

Years Ending June 30, 1898 and 1899

BY ORDER OF THE BOARD OF EDUCATION

URBANA, ILLINOIS

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BOARD OF EDUCATION.

President,	DR. J. E. WHITE.....	Term expires April, 1899
Secretary,	J. W. HAYS.....	Term expires April, 1899
Members	{ FREDERICK PELL.....	Term expires April, 1899
	{ V. W. SHUCK.....	Term expires April, 1899
	{ MRS. R. A. WEBBER...	Term expires April, 1900
	{ MRS. S. T. BUSEY.....	Term expires April, 1900
	{ T. R. LEAL.....	Term expires April, 1901
	{ W. I. SAFFELL.....	Term expires April, 1901
Treasurer	.....	P. RICHARDS

STANDING COMMITTEES.

For year ending April, 1899.

Finance	Mrs. Busey, Mr. Saffell, Mr. Shuck
Buildings and Grounds.....	Messrs. Shuck, Pell and Leal
Teachers.....	Mr. Leal, Mr. Pell, Mrs. Webber
Text-Books and Course....	Mr. Saffell, Mrs. Busey, Mr. Leal
Visitation and Discipline,	Mrs. Webber, Mrs. Busey, Mr. Saffell
Supplies	Mr. Pell, Mrs. Webber, Mr. Shuck

MEETINGS.

Annual.....	Wednesday after the election in April
Regular.....	Second Friday of the Month

SYNOPSIS OF RECORDS.

1897—April 19. Annual meeting. Appointment of Committees. J. W. Hays chosen Secretary.

MAY 1.—Conference with Professor J. E. McGilvrey of the U. of I. Fortnightly Club petitioned for greater care as to cleanliness and sanitation in the school buildings. T. V. Taylor, Jr., appointed census enumerator. Ordinary reports and bills. First Friday of the month agreed upon for regular meetings.

JUNE 4.—List of applicants filed. Teachers elected. September 1 selected for opening the schools. Ordinary business of the month.

JULY 2.—Acceptances presented. Principal Willson presented plans for laboratory furnishings. Contractor Jahr asked the Board to inspect Thornburn High School building. Considered and passed upon. Committee on supplies reported the purchase of desks, chairs and tables for the new building. Iron fence for east entrance ordered. An appropriation of \$250.00 for establishing and maintaining a department of domestic economy asked and a tie vote resulted. Two janitors provided for. Tuition to be pro rata hereafter. Bills, etc.

AUGUST 6.—Board met in Thornburn High School building, henceforth its regular place. Final settlement with Archdeacon for filling lot, \$485.31. Amount for special taxation \$16,800.00. Amount in treasury \$2,371.89. Frank Jahr given contract for laboratory tables, etc. President White voted aye for proposition to appropriate \$250.00 for domestic science. Final settlement with Jahr for Thornburn High School building. Usual routine business.

SEPTEMBER 6.—Reed's Word Lessons adopted for the schools. Lease for driveway on street car right of way ordered filled and signed. Mrs. Busey reported the employment and the arrival of Miss Alice E. Demmon to take charge of the department of domestic science. Mrs. Busey, Mrs. Webber and the Superintendent to act for the Board in the organization of this department. Usual routine.

OCTOBER 4.—Bond of 1882 due not presented and interest ordered stopped. Cost to date of Thornburn High School building and furniture \$22,963.62. Miss Keturah E. Sim employed as teacher of grammar and rhetoric. Committee reports and the usual monthly business.

NOVEMBER 5.—Teachers to furnish reports due before orders are issued. Usual committee reports and bills.

DECEMBER 3.—Repairs and insurance provided for. C. A. Besore given contract for supplying coal. Schools to have vacation from December 23 until January 2. Mr. Pell to settle with Jahr for laboratory tables. Bills, etc.

1898—JANUARY 7.—The whipping of Amie Wallace considered. He and his brother Dale to be pronounced incorrigible if hereafter ordinary discipline does not keep them in order. Bills and other routine business.

FEBRUARY 4.—Committee on domestic science reported ninety pupils in cooking classes, between fifty and sixty ladies taking lessons at \$3.00 for the course of sixteen lessons; incidental expenses from \$10.00 to \$15.00 per month; results in sewing very satisfactory. Senior class asked Board to secure a speaker for commencement. The Board desired pupils to speak and so ordered. All special work that cannot be done in regularly organized classes, ruled out of the schools. Juniors given use of library and hallways for a social this evening. Usual bills.

MARCH 4.—E. B. Greene, Secretary of the Faculty, U. of I., notified the Board that the high school has been placed on the accredited list with a standing that the Superintendent pronounced all the school merits. Hose ordered for high school. Bills, etc.

APRIL 1.—Conference with Mr. Sewell of the Star district determined the tuition controversy of the two districts. Committee to arrange for dinner for the Board, prepared by cooking school. Election ordered for the 16th, judges and teller appointed. Mrs. Busey reported about \$80.00 profit from the dinner given the pupils and the teachers attending the county final examination held March 17, and for the benefit of the cooking school. A Bowsher tellurian purchased. Bills, etc.

APRIL 18.—Annual meeting. Report of election. Dr. J. E. White re-elected President, Mr. T. R. Leal re-elected member, and Mr. W. I. Saffell elected to succeed Mr. Thornburn. Bills allowed and the business of the year consummated. Board called to order. Rules amended to hold annual meeting on Wednesday following the April election. Appointment of committees deferred until May session. J. W. Hays elected Secretary.

MAY 6.—The breaking of an expensive window in high school building reported and the Board ruled that parents are responsible for damages their children effect and must satisfy the same. Careful consideration of the work and standing of each department and teacher. Standing committees named. Propriety of continuing German as a high school study questioned. Word Analysis, including spelling, re-established as a high school study. Arrangements for commencement ordered.

MAY 16.—Special. Miss Maude Lawhead employed as enumerator. Ordered that hereafter the members of graduating class having the best scholarship standing in high school course shall be valedictorian, and second best salutatorian. Teachers given Thursday and Friday, 19th and 20th inst. to attend University conference.

JUNE 3.—Applications read and filed. Committee on teachers reported upon candidates for positions as teachers. Teachers employed for ensuing year. Trouble in Second ward resulting in Principal Myers asserting and enforcing his authority as a commissioned officer of the peace thoroughly investigated, several witnesses, pupils and teachers, examined. Board satisfied that Mr. Myers was not to blame: he was called and complimented on his exhibition of nerve, but cautioned against allowing outbreaks to develop into riots. Board furnished a dinner by the cooking class. The cooking class highly complimented upon the work they have done during the year. Schools to open Tuesday, September 6.

JULY 1.—Acceptances read. Miss Sidner assigned a room for type-writing and short-hand classes. Albert Richter employed as janitor. James A. Hays employed as janitor. Committee on buildings and grounds directed to procure plans, estimates, etc., for flushing closets for Third ward. Miss Mamie McCoy employed as teacher, sixth year work; Miss Ellen M. Shuck, substitute teacher. Committee on supplies authorized to purchase additional desks for high school. Walks for Third ward authorized. Census enumerator's report presented. Drinking fountain for high school authorized. County Superintendent promises to place gas fixtures in high school building; given use of the building for annual institute, August 1-19. Church building insured.

JULY 11.—Special. Miss Webber's resignation accepted. Miss Maggie Fenner employed to fill vacancy.

AUGUST 5.—Committee on text-books reported. Formal geography to begin with fourth year. Scribner's Geographical Reader and How to Write dropped as texts. Complaint against Wentworth's Practical Arithmetic, Harper's Geography, Guyot's Physical Geography and Barnes' United States History. Recommended that changes ordered be made as classes are promoted as least expensive. Recommended liberalizing the high school course and making some of the credits alternative. Superintendent authorized to try Walsh's intermediate and higher arithmetics; Frye's Elementary Geography, Natural Advanced Geography, and Tarr's Elementary Physical Geography. Albert Richter's resignation as janitor accepted, also the resignation of J. W. Myers as principal, Second ward. Authorized a levy of \$13,500.00 for educational purposes and \$3,000 for building purposes. Adjourned until August 10.

AUGUST 10.—G. O. Gordon employed as principal of Second ward; E. C. Pasal as janitor. Closets for Third ward authorized.

SEPTEMBER 5.—Opening of school deferred to the 12th because of hot weather. Resignation of Miss Aureka Kiler accepted; Miss Ellen M. Shuck employed to fill vacancy. Adjourned to the 9th inst.

SEPTEMBER 9.—Finance Committee reported the examination and approval of the Treasurer's and the Superintendent's reports. Agree-

ment between Robinson & Burr and the Board of Education as to Third ward closets recorded. Superintendent reported a revision of high school course, classifying as entrance, required, and alternative; defining credit and giving a flexible basis for a diploma. Also reported as to teachers' credentials. Regular meeting hereafter, second Friday of the month.

OCTOBER 14.—Class parties, socials, etc., not approved of. Lafayette memorial the 19th. Routine.

NOVEMBER 11.—Superintendent reported some defacing of furniture, also a proposed fumigation of certain rooms. Touching the scarlet-fever epidemic now raging the Board ruled, No person in a family any one of whose members has scarlet-fever will be permitted to attend school within two weeks of convalescence and must then present a physician's certificate that there is no danger of contagion from said attendance. President and Secretary to request the Mayor to appoint a health officer. Number Four insured.

DECEMBER 9.—Superintendent presented a report of text-books in use and changes therein since 1872.

1899—JANUARY 13.—High School Literary society given the use of the high school assembly room for evening sessions twice a month provided the deportment of the audience is satisfactory. Teachers given Friday, February 10th, to attend the County Association at Champaign.

FEBRUARY 10.—Miss Campbell had samples of drawing from the different schools before the Board which were very satisfactory. Messrs. Ingersoll, Kirk & Blank's proposition to give a moving picture exhibition for the benefit of the school library was presented and accepted, the school to have half the proceeds. Board condemns the using of the name of the school to designate a dancing club or social organization of any kind. Miss Demmon asked to report as to the work in domestic science. Mrs. Forbes for the woman's clubs asked the privilege of making our school premises more attractive.

MARCH 10.—April meeting (14th) postponed to annual meeting 19th. Election for Saturday, April 15, ordered. President authorized to call a meeting of citizens at the proper time to nominate candidates as president and members. University to hold an art exhibit at the annual conference May 17-19. Miss Demmon reported as to the work of her department showing samples of sewing from the different grades. Her work highly commended and complimented. Mr. Shawhan given the use of a sufficient number of rooms to accommodate the pupils attending the county final examination, March 17. Superintendent reported the school's share of the receipts from the entertainment of the 2d inst. as \$59.00. The President and Messrs. Pell and Leal a special committee to look after the data and publishing of report.

SUMMARY OF TREASURER'S REPORT.

(These reports are fully itemized, passed upon, and are on file in the secretary's office.)

RECEIPTS.

From revenue of 1896.....	\$ 3,520	76	
From revenue of 1897.....	13,552	70	
From state apportionment.....	1,038	14	\$18,111 60

EXPENDITURES.

Current expenses (see below).....	\$16,258	38	
Interest coupons—issue of 1896.....	1,002	50	
Orders 66, 67, 68, 69, 70, 71, building fund	128	26	
Balance in treasury Aug. 5, 1898.....	722	46	\$18,111 60

EXPENDITURES CLASSIFIED.

Teachers' salaries	\$11,788	20	
Permanent fixtures, etc., T. H. S. B.....	1,734	69	
Janitors' wages	1,020	00	
Coal.....	660	44	
Supplies.....	316	48	
Insurance.....	232	25	
Extra labor.....	102	87	
Truant officer.....	100	00	
Secretary's salary.....	75	00	
Repairs.....	53	25	
Scavenger's wages.....	29	50	
Census enumerator.....	20	00	
Interest current expenses.....	125	70	
Outstanding orders (unpaid Aug. 5, 1898).....	125	00	
Orders 66, 67, 68, 69, 70, 71, building fund	128	26	\$16,511 64

FINANCIAL CONDITION OF DISTRICT.

ASSETS.

Cash in hands of treasurer.....	\$ 722	46	
Due from revenue of 1897	1,074	46	\$ 1,796 92

LIABILITIES.

Non-interest bearing bonds, issue of 1892.....	\$ 2,000	00	
Interest bearing bonds, issue of 1882	4,000	00	
Bonds, issue of 1896	20,000	00	\$26,000 00

Bonds issued in 1882. were locked up in the Spaulding failure and not being presented as they came due, ceased bearing interest.

ESTIMATED REVENUE FOR 1898-9.

Apportionment.....	\$ 1,000	00	
Levy for educational purposes.....	13,500	00	
Levy for building purposes.....	3,000	00	\$17,500 00
Orders issued to April 1, 1899.....			11,229 10

SUMMARY OF TUITION ACCOUNTS.

Due prior to July 1, 1897	\$ 88 26		
Due since July 1, 1897.....	566 25		\$654 51
Collected of the \$88.26.....	31 35		
Collected of the \$566.25.....	516 12	\$547 47	
Unpaid of the \$88.26.....	56 91		
Unpaid of the \$566.25.....	50 13	107 04	654 51

RECEIPTS CLASSIFIED.

Balance per last report July 1, 1897.....	\$107 76	
Tuition '92-3.....	11 60	
Tuition '94-4.....	6 00	
Tuition '96-7.....	13 75	
Tuition '97-8.....	516 12	
Laboratory fees.....	19 00	
Appropriation by Board, order 5482.....	18 10	
Rebate, Fuller & Warren, duct screens.....	15 20	
Supplies sold	9 87	
Damages collected	1 87	\$719 27

EXPENDITURES CLASSIFIED.

Supplies.....	\$207 72	
Apparatus and furniture.....	163 48	
Stationery.....	59 30	
Commencement expenses	38 51	
Books	33 85	
Repairs.....	29 00	
Gas	12 13	
Drayage, freight, expressage, exchange	8 51	
Labor	7 03	
Postage and revenue stamps	6 00	
Printing (other than commencement)	4 00	
Rebate, Pilcher's tax	3 37	
Balance.....	146 37	\$719 27

STATEMENT OF TUITION.

RECEIPTS AND EXPENDITURES OF TUITION SINCE 1872.

	<i>Receipts.</i>	<i>Expenditures.</i>
1872.....	\$ 2 00 ..	Not reported
1873.....	..	Not reported
1874.....	33 30 ..	Not reported
1875.....	..	Not reported
1876.....	12 90 ..	Not reported

APPROPRIATED FOR PURCHASE OF SUPPLIES, BOOKS, ETC.

	<i>Receipts.</i>	<i>Expenditures.</i>
1877.....	\$ 23 35	\$ 21 00
1878.....	274 16	253 47
1879.....	164 80	159 23
1880.....	141 28	161 63
1881.....	172 35	131 52
1882.....	258 21	243 26
1883.....	408 15	341 31
1884.....	158 22	289 10
1885.....	225 98	96 49
1886.....	319 17	382 80
1887.....	294 90	323 29
1888.....	469 21	280 90
1889.....	472 45	566 53
1890.....	411 36	388 25
1891.....	675 80	759 67
1892.....	346 82	372 36
1893.....	462 10	399 95
1894.....	397 15	412 21
1895.....	599 44	608 11
1896.....	432 05	385 53
1897.....	299 00	321 58
1898.....	611 51	572 90
Balance on hand.....		146 37
	<hr/>	<hr/>
	\$7,617 46	\$7,617 46

TEACHERS, 1897-1898.

Names.	Experience.		Position.	Monthly Salary.	Am't Paid	
	Total	Here				
J. W. Hays.....	30 Yrs	26 Yrs	Superintendent	\$125 00	\$1,500 00	
H. T. Willson.....	15 Yrs	7 Yrs	Principal H. S.	75 00	675 00	
Miss H. G. Conoway.....	14 Yrs	7 Yrs	Ass't Principal	52 50	472 50	
F. D. Bowditch.....	10 Yrs	5 Yrs	Mathematics.	50 00	450 00	
Miss Sophe Leal.....	2 Yrs	1 Yr	Latin & German	40 00	360 00	
Miss Keturah E. Sim....	3 Yrs	3 Yrs	Gram & Rhetoric	30 00	237 48	
M. W. Moore.....	17 Yrs	6 Yrs	Supr. of Music	60 00	525 72	
Miss Mary Leal.....	8 Yrs	5 Yrs	Supr. Drawing.	47 50	427 50	
Miss Alice E. Demmon...	3 Yrs	1 Yr	Supr. Dom. Sci	50 00	250 00	
B. G. Ijams.....	8 Yrs	4 Yrs	Prin. 3d Ward	50 00	450 00	
Mrs. Mary L. Julian.....	32 Yrs	22 Yrs	Sixth Year	50 00	450 00	
Miss Gertrude Taylor...	5 Yrs	3 Yrs	Fifth Year	40 00	360 00	
Miss Metta M. Showers...	11 Yrs	4 Yrs	Fourth Year	45 00	405 00	
Miss Ida Weber.....	9 Yrs	7 Yrs	Fourth Year	47 50	427 50	
Miss Ella Glasco.....	20 Yrs	2 Yrs	Fifth Year	45 00	405 00	
Miss Cassie A. Boggs....	4 Yrs	3 Yrs	Third Year	37 50	337 50	
Miss Ella M. Dunn.....	4 Yrs	1 Yr	Second Year	40 00	360 00	
Miss Aureka B. Kiler....	2 Yrs	2 Yrs	First Year	32 50	285 31	
J. W. Myers.....	5 Yrs	1 Yr	Prin 2d Ward	40 00	358 18	
Miss J. M. Vanderveer...	12 Yrs	10 Yrs	3d Yr, 2d Ward	47 50	427 50	
Miss Annie McClain.....	8 Yrs	8 Yrs	2d Yr, 2d Ward	47 50	427 50	
Miss Belle Barr.....	3 Yrs	2 Yrs	1st Yr, 2d Ward	35 00	315 00	
J. L. Hissong.....	8 Yrs	1 Yr	Prin 4th Ward	45 00	405 00	
Miss Jessie A. Hess.....	14 Yrs	7 Yrs	3d Yr, 4th Ward	50 00	450 00	
Miss Opal B. Hellar.....	7 Yrs	5 Yrs	2d Yr, 4th Ward	45 00	386 58	
Miss Alice Lemon.....	4 Yrs	2 Yrs	1st Yr, 4th Ward	35 00	315 00	
Miss Mary Conoway.....	2 Yrs	2 Yrs	Number Four	35 00	319 93	
Miss Ella M. Shuck			Substitute		30 95	
Jas. A. Hays.....			Janitor 3d & 4th Wards	3 mos } 40 00 } 9 mos }	570 00	
Albert Richter.....			Janitor 3d and T H S	50 00 } 9 mos } 50 00 }	450 00	
						\$12 833 20

Last year, 1896 1897.....\$11,656 62

Increase over last year..... 1,176 58

Three teachers hold life certificates, ten first grade, thirteen second grade and two special certificates.

CENSUS RETURNS, 1897.

Number of families in the district.....	1,203
Total population of the district.....	5,085
Males under 6 years of age	320
Females under 6 years of age.....	309
Total under 6 years of age.....	629
Males between 6 years of age and 21 years	681
Females between 6 years of age and 21 years.....	697
Total between 6 years of age and 21 years.....	1,378
Number 21 years of age and upwards	3,078
Number between 7 years of age and 14 years.....	643
Number in private and parochial schools.....	26
Number of white inhabitants.....	5,001
Number of colored inhabitants.....	84
Number of illiterates, all adults.....	14

CENSUS RETURNS, 1898.

Whole number of residents.....	5,370	increase	285
Males under 6 years of age.....	321	increase	1
Females under 6 years of age.....	321	increase	12
Total under 6 years of age.....	642	increase	13
Males between 6 years of age and 21 years.....	744	increase	63
Females 6 years of age and 21 years.....	789	increase	92
Total between 6 years of age and 21 years.....	1,533	increase	155
Number 21 years of age and upwards.....	3,204	increase	126
Number between 7 years of age and 14 years.....	891	increase	248
In private or parochial schools.....	42	increase	16
Number of white inhabitants.....	5,292	increase	291
Number of colored inhabitants.....	78	decrease	6
Illiterates, all adults.....	42	increase	28

GENERAL STATISTICS.

Number of males enrolled....	579	
Number of females enrolled.....	609	
Total enrollment.....		1,188
Number of males in average daily attendance.....	426.2	
Number of females in average daily attendance.....	452.8	
Total in average daily attendance.....		879.0
Per cent. of male school population enrolled—census of 1897	85.	
Per cent. of female school population enrolled—census of 1897	87.37	
Per cent. of total school population enrolled—census of 1897		86.21
Per cent. of male school population in average daily attendance	62.58	
Per cent. of female school population in average daily attendance	64.96	
Per cent. of total school population in average daily attendance		63.79
Number of male non-resident pupils.....	13	
Number of female non-resident pupils	17	
Total number of non-resident pupils		30
Number of months schools were in session (9 each)..		171
Number of days schools were in session	186	
Number of school days schools were in vacation....	13	
Number of school days in school year		199
Grand total number of days' attendance.....		163,494
Number of months taught by males.....	63	
Number of months taught by females	180	

Total number of months taught.....	243						
Number of male teachers	7						
Number of female teachers	20						
Total number of teachers	27						
School houses—brick, 5; frame, 2; total	7						
Number of departments (separate schools—not rooms)	19						
Number of school rooms (session, recitation, etc.) in use	27						
Average number of pupils per enrollment for each teacher (excluding supervisors).....	51.7						
Average number of pupils in daily attendance for each teacher (excluding supervisors).....	38.2						
Average number of pupils per enrollment in graded school for each teacher (excluding supervisors)....	53						
Average number of pupils in daily attendance in graded school for each teacher (excluding supervisors)	39.3						
Number of schools graded, 18; ungraded, 1; total...	19						
Graduating class—males, 4; females, 12; total.....	16						
Highest monthly wages paid male teachers (excluding superintendent)	\$ 75.00						
Lowest monthly wages paid male teachers (excluding superintendent).....	40.00						
Highest monthly wages paid female teachers.....	52.50						
Lowest monthly wages paid female teachers.....	30.00						
Average monthly wages paid male teachers (excluding superintendent).....	53.34						
Average monthly wages paid female teachers.....	42.63						
Cost per capita per enrollment for tuition including salaries of supervisors, janitors, truant officer, fairly apportioned	<table> <tr> <td>Grades.</td><td>9.00</td></tr> <tr> <td>High School</td><td>23.69</td></tr> <tr> <td>School</td><td>11.35</td></tr> </table>	Grades.	9.00	High School	23.69	School	11.35
Grades.	9.00						
High School	23.69						
School	11.35						
Cost per capita per average daily attendance as above.	<table> <tr> <td>Grades.</td><td>12.30</td></tr> <tr> <td>High School</td><td>31.32</td></tr> <tr> <td>School</td><td>15.36</td></tr> </table>	Grades.	12.30	High School	31.32	School	15.36
Grades.	12.30						
High School	31.32						
School	15.36						
Cost per capita per enrollment—secretary's report—total expense including interest.....	12.82						
Cost per capita per average daily attendance—secretary's report—total expense including interest.	17.36						
Highest monthly enrollment—September.....	1,021						
Lowest monthly enrollment—May	932						
Pupils not in any school before this year—boys, 62; girls, 61; total	123						
Pupils not in our school before this year—boys, 131; girls, 143; total	274						

ENROLLMENTS, 1897-8.

[illegible]

SUMMARY OF DEPARTMENT REPORTS.

Items.	September...	October.....	November...	December...	January.....	February....	March.....	April.....	May.....	Summary....
Enrolled during year.....	Boys 495 Girls 526 Both 1021	Boys 512 Girls 535 Both 1047	Boys 528 Girls 543 Both 1071	Boys 543 Girls 549 Both 1092	Boys 563 Girls 566 Both 1129	Boys 577 Girls 574 Both 1151	Boys 593 Girls 593 Both 1186	Boys 599 Girls 605 Both 1204	Boys 613 Girls 624 Both 1237	Boys 613 Girls 624 Both 1237
Enrolled during month.....	Boys 495 Girls 526 Both 1021	Boys 495 Girls 519 Both 1013	Boys 490 Girls 497 Both 987	Boys 489 Girls 489 Both 978	Boys 481 Girls 494 Both 975	Boys 473 Girls 492 Both 965	Boys 473 Girls 500 Both 982	Boys 451 Girls 513 Both 964	Boys 431 Girls 501 Both 932	Boys 475.2 Girls 504.4 Both 979.6
Average daily attendance....	Boys 446.4 Girls 472.9 Both 919.3	Boys 441.6 Girls 460.7 Both 902.3	Boys 432.9 Girls 450.0 Both 882.6	Boys 431.8 Girls 436.3 Both 868.1	Boys 426.4 Girls 430.3 Both 856.7	Boys 418.8 Girls 432.9 Both 852.7	Boys 428.9 Girls 459.5 Both 888.4	Boys 403.7 Girls 465.7 Both 869.4	Boys 405.0 Girls 466.1 Both 871.1	Boys 426.2 Girls 452.8 Both 870.0
Per cent average daily attendance per month....	Boys 90.2 Girls 89.9 Both 90.0	Boys 89.4 Girls 88.8 Both 89.1	Boys 88.4 Girls 90.5 Both 89.5	Boys 88.3 Girls 89.2 Both 88.8	Boys 88.7 Girls 87.1 Both 87.9	Boys 88.5 Girls 88.2 Both 88.4	Boys 90.7 Girls 90.3 Both 90.5	Boys 89.5 Girls 90.8 Both 90.2	Boys 93.9 Girls 93.0 Both 93.5	Boys 89.7 Girls 89.7 Both 89.7
Number of tardiness.....	Boys 45 Girls 37 Both 82	Boys 41 Girls 20 Both 61	Boys 34 Girls 29 Both 63	Boys 43 Girls 33 Both 76	Boys 39 Girls 28 Both 67	Boys 23 Girls 22 Both 45	Boys 24 Girls 22 Both 46	Boys 29 Girls 28 Both 57	Boys 25 Girls 26 Both 51	Boys 303 Girls 245 Both 548
Number neither tardy nor absent.....	Boys 251 Girls 284 Both 535	Boys 228 Girls 253 Both 481	Boys 204 Girls 244 Both 448	Boys 227 Girls 216 Both 443	Boys 186 Girls 205 Both 391	Boys 209 Girls 217 Both 426	Boys 234 Girls 242 Both 476	Boys 196 Girls 224 Both 420	Boys 210 Girls 253 Both 463	Boys 216.1 Girls 237.6 Both 453.7
Number of truancies.....	Boys 26 Girls 1 Both 27	Boys 41 Girls 10 Both 51	Boys 42 Girls 0 Both 42	Boys 1 Girls 0 Both 1	Boys 3 Girls 0 Both 3	Boys 6 Girls 2 Both 8	Boys 9 Girls 0 Both 9	Boys 12 Girls 0 Both 12	Boys 13 Girls 0 Both 13	Boys 153 Girls 13 Both 166
Number of half days lost by sickness.....	Boys 421 Girls 512 Both 933	Boys 685 Girls 1248 Both 1933	Boys 971 Girls 1079 Both 2050	Boys 806 Girls 1106 Both 1612	Boys 1270 Girls 1745 Both 3024	Boys 819 Girls 1191 Both 2010	Boys 418 Girls 944 Both 1362	Boys 535 Girls 714 Both 1249	Boys 243 Girls 390 Both 633	Boys 6177 Girls 8934 Both 15111

Reported sickness daily kept 42 pupils out of school.

DEPARTMENTS COMPARED.

Items.	Boys.....		Girls.....		Both.....		Summary.....
Number enrolled during year....	84	30	31	24	34	38	613
	115	24	26	34	37	35	19
	109	51	56	65	71	69	624
							1237
Average monthly enrollment....	69.2	21.7	26.2	20.0	30.3	32.3	25.4
	80.3	19.4	24.9	29.2	32.6	31.7	5.2
	158.5	41.1	51.1	49.2	52.9	45.3	12.1
							504.5
Average daily attendance	63.6	10.5	25.0	18.5	28.0	30.3	24.2
	83.7	18.1	23.0	25.1	32.1	31.5	12.6
	147.3	37.6	48.0	43.6	50.4	43.7	48.8
							97.9
Per cent of average daily attendance of monthly enrollment....	91.8	89.9	95.4	82.5	95.4	88.9	89.6
	93.7	93.3	92.4	85.9	93.4	91.3	75.6
	92.9	91.5	93.9	88.6	94.5	90.8	89.6
							80.6
Number of tardiness.....	83	1	4	8	7	4	13
	60	1	0	11	1	1	2
	143	2	4	19	11	5	35
							305
Neither tardy nor absent—average monthly	18.4	10.0	17.1	8.4	13.3	12.2	12.0
	34.8	11.5	14.2	12.6	10.8	10.4	10.8
	53.2	21.5	31.3	21.0	24.1	23.0	23.0
							455.4
Number of truancies.....	44	1	15	34	9	1	0
		0	0	0	0	0	0
	44	1	15	34	9	1	0
							153
Half days lost by sickness.....	600	343	144	204	240	301	585
	917	346	577	809	225	276	319
	1526	689	721	1013	465	528	782
							1511
							15180

COMPARATIVE STATISTICS FOR TEN YEARS.

Items.		1889	1890	1891	1892	1893	1894	1895	1896	1897	1898
Yearly enrollments.	Boys	380	381	427	472	483	486	503	553	579	613
	Girls	379	394	448	468	494	500	511	544	564	624
	Both	759	775	875	940	977	986	1014	1097	1143	1237
Average monthly enrollments	Boys	312.2	319.7	367.3	386.5	397.5	406.6	436.2	451.3	458.0	475.2
	Girls	319.7	336.1	394.1	393.1	395.1	425.1	431.6	435.1	466.1	504.4
	Both	636.6	655.8	761.4	779.8	792.6	831.7	867.8	886.4	924.1	979.6
Average daily attendance....	Boys	282.2	286.9	334.2	340.5	348.3	363.6	394.7	405.0	405.8	426.2
	Girls	288.9	294.6	356.1	348.2	346.9	378.8	386.5	388.7	410.6	452.8
	Both	571.1	581.5	690.3	688.7	695.2	742.4	781.2	793.7	816.4	879.0
Prct. av. daily attend comput'd on av. mth enr	Boys	90.2	89.8	91.0	88.1	87.6	89.4	90.5	89.7	88.6	89.7
	Girls	90.4	87.6	90.3	88.5	87.8	89.1	89.5	89.3	88.1	89.7
	Both	90.3	88.6	90.7	88.3	87.7	89.3	90.0	89.5	88.3	89.7
Number of tardiness.....	Boys	153	149	176	203	224	195	286	269	216	303
	Girls	102	139	133	230	191	187	180	241	236	245
	Both	255	288	309	433	415	382	416	510	452	548
Number neither tardy nor absent.....	Boys	124.0	135.4	160.0	150.8	165.8	172.3	200.5	194.7	186.6	216.1
	Girls	127.2	133.5	184.0	152.3	155.7	170.4	196.3	187.0	198.5	237.6
	Both	251.2	268.9	344.0	303.1	317.5	342.7	396.8	381.7	385.1	453.7
Half days lost by sickness ...	Boys	Not reported.	Not reported.	4743	6160	7232	5219	4507	5242	7818	6177
	Girls	Not reported.	Not reported.	7033	6919	8888	7336	6279	6513	10304	8934
	Both	Not reported.	Not reported.	11776	13079	16120	12555	10786	11755	18122	15111
Number in graduating class...	Boys	8	5	7	5	11	4	6	4	11	4
	Girls	11	6	5	8	10	8	12	8	8	12
	Both	19	11	12	13	21	12	18	12	19	16
Number of truancies	Boys	Not reported.	Not reported.	100	84	94	56	91	152	178	153
	Girls	Not reported.	Not reported.	4	0	3	4	15	8	22	13
	Both	Not reported.	Not reported.	104	84	97	60	106	160	200	166

INSTRUCTION.

Studies.	Totals.											
	J. W. Hays.	H. T. Wilson.	F. D. Bowditch.	M. W. Moore.	Miss M. Sider.	Hortense G. Conaway. .	Alice E. Demmon.	Mary Leal.	Sophie Leal.	Keturah E. Sim.	B. G. Jams.	Mary L. Julian.
Reading	23	78	71	67	67	50	48	57	57	49	48	50
Spelling	23	62	71	67	67	50	48	57	57	49	48	50
Dictionary	23	62	71	67	67	50	48	57	57	49	48	50
Word Analysis.	23	78	71	67	67	50	48	57	57	49	48	50
Penmanship.	23	78	71	67	67	50	48	57	57	49	48	50
Language	20	62	71	67	67	50	48	57	57	49	48	50
Drawing	23	78	71	67	67	50	48	57	57	49	48	50
Arithmetic	23	78	71	67	67	50	48	57	57	49	48	50
Geography	12	78	71	67	67	50	48	57	57	49	48	50
Vocal Music.	23	78	71	67	67	50	48	57	57	49	48	50
Sewing	78	71	67	67	43	48	57	55	47	40	44	50
Eng. Grammar.	4	78	71	67	67	50	48	57	55	47	40	44
U. S. History.	10	78	71	67	67	50	48	57	55	47	40	44
Eng. Composition.	10	78	71	67	67	50	48	57	55	47	40	44
Bookkeeping	10	78	71	67	67	50	48	57	55	47	40	44
Rhetoric	10	78	71	67	67	50	48	57	55	47	40	44
Eng. and Am. Literature.	10	78	71	67	67	50	48	57	55	47	40	44
Latin Gram. and Lessons.	10	78	71	67	67	50	48	57	55	47	40	44
Latin Prose	10	78	71	67	67	50	48	57	55	47	40	44
Cæsar	10	78	71	67	67	50	48	57	55	47	40	44
Cicero	10	78	71	67	67	50	48	57	55	47	40	44
Virgil	10	78	71	67	67	50	48	57	55	47	40	44
Phys. Geography	10	78	71	67	67	50	48	57	55	47	40	44
Botany	10	78	71	67	67	50	48	57	55	47	40	44
Physiology	17	47	71	50	60	50	48	57	53	49	48	50
Zoology	17	47	71	50	60	50	48	57	53	49	48	50
Nat. Philosophy	17	47	71	50	60	50	48	57	53	49	48	50
Algebra	17	47	71	50	60	50	48	57	53	49	48	50
Plain Geometry.	17	47	71	50	60	50	48	57	53	49	48	50
Solid Geometry.	17	47	71	50	60	50	48	57	53	49	48	50
Trigonometry	17	47	71	50	60	50	48	57	53	49	48	50
Chemistry	17	47	71	50	60	50	48	57	53	49	48	50
Civil Government.	17	47	71	50	60	50	48	57	53	49	48	50
General History.	17	47	71	50	60	50	48	57	53	49	48	50
History of the East	17	47	71	50	60	50	48	57	53	49	48	50
Greek History.	17	47	71	50	60	50	48	57	53	49	48	50
Scripture History.	17	47	71	50	60	50	48	57	53	49	48	50
Roman History.	17	47	71	50	60	50	48	57	53	49	48	50
English History.	17	47	71	50	60	50	48	57	53	49	48	50
Miscellaneous	17	47	71	50	60	50	48	57	53	49	48	50
Reading	17	47	71	50	60	50	48	57	53	49	48	50
Cookry	17	47	71	50	60	50	48	57	53	49	48	50
German	17	47	71	50	60	50	48	57	53	49	48	50
Geometric Drawing.	17	47	71	50	60	50	48	57	53	49	48	50
Typewriting and Shorthand, Optional.	17	47	71	50	60	50	48	57	53	49	48	50

Supervisor of Sewing in the grades.
Supervisor of Drawing in the grades.

Typewriting and Shorthand, No. not reported.
Supervisor of music in the grades.

COMPARATIVE AGES (JUNE, 1898).

Departments.	Boys.		Girls.		Both.	
	Years.	Months.	Years.	Months.	Years.	Months.
High School (including 8th grade).....	16	9.6	16	11.6	16	10.6
Second Grammar—Mr. Ijams, 7th grade.	14	10	4	15	2	2
First Grammar—Mrs. Julian, 6th grade.....	13	10.5	14	0.0	13	11.2
Third Intermediate, II—Miss Taylor, 5th grade.....	13	7.8	13	3.3	13	10.8
Third Intermediate, I—Miss Glasco, 5th grade.....	12	11.4	13	2.4	13	1.0
Second Intermediate, 4th Ward—Mr. Hissong, 5th & 4th grade	12	6.3	12	3.9	12	5.4
Second Intermediate, I, 3rd Ward—Miss Showers, 4th grade....	12	11.1	12	3.5	12	8.0
Second Intermediate, II, 3rd Ward—Miss Weber, 4th grade.....	12	2.2	11	1.2	11	6.3
Second Intermediate, 2nd Ward—Mr. Myers, 4th grade.....	11	4.8	11	0.2	11	2.3
First Intermediate, 4th Ward—Miss Hess, 3rd grade.....	10	8.6	10	5.7	10	7.4
First Intermediate, 3rd Ward—Miss Boggs, 3rd grade.....	10	7.7	10	6.3	10	7.0
First Intermediate, 2nd Ward—Miss Vanderveer, 3rd grade.....	9	11.3	9	10.5	9	10.9
Second Primary, 4th Ward—Miss Heller, 2nd grade.....	9	1.8	9	0.7	9	1.3
Second Primary, 3rd Ward—Miss Dunn, 2nd grade.....	9	0.9	9	0.7	9	0.8
Second Primary, 2nd Ward—Miss McClain, 2nd grade.....	8	11.6	8	11.8	8	11.7
First Primary, 4th Ward—Miss Lemon, 1st grade.....	7	2.1	7	4.0	7	3.0
First Primary, 3rd Ward—Miss Kiler, 1st grade.....	7	2.6	7	5.0	7	3.6
First Primary 2nd Ward—Miss Barr, 1st grade.....	7	6.4	7	6.4	7	6.4
Number Four—Miss Mary Conaway, Ungraded.....	11	8.4	10	0.4	10	6.4
The School as a whole.....	11	7.7	11	6.9	11	7.4

Pupils Never Enrolled in Our Schools Before This Year.

	Boys	Girls	Both
High School.....	12	13	25
Seventh Year.....	5	5	10
Sixth Year.....	3	2	5
Fifth Year—Miss Taylor.....	..	2	2
Fifth Year—Miss Glasco.....	3	2	5
Fourth Year—Miss Showers.....	7	4	11
Fourth year—Miss Weber.....	2	2	4
Fourth Year—Mr. Hissong.....	2	3	5
Fourth Year—Mr. Myers.....	6	6	12
Third Year—Miss Boggs.....	5	2	7
Third Year—Miss Vanderveer.....	1	5	6
Third Year—Miss Hess.....	3	4	7
Second Year—Miss Dunn.....	2	3	5
Second Year—Miss McClain.....	3	12	15
Second Year—Miss Heller.....	4	4	8
First Year—Miss Kiler.....	20	22	42
First Year—Miss Barr.....	28	26	54
First Year—Miss Lemon.....	24	23	57
Number Four.....	1	3	4
	131	143	274

NUMBER OF PUPILS THAT NEVER ATTENDED ANY SCHOOL BEFORE THIS YEAR.

Second Year—Miss Dunn.....	1	1
First Year—Miss Kiler.....	20	18
First Year—Miss Barr.....	22	20
First Year—Miss Lemon.....	20	21
Number Four.....	1	1
	62	61

COMMENCEMENT PROGRAMME.

FIRST BAPTIST CHURCH, FRIDAY, JUNE 10, 1898, 7:45 P. M.

Music—Grand March—Wagner.....	K. P. Band
Invocation	Rev. J. F. Wohlfarth
Music—Joyfully We Greet	Chorus and Band
Salutatory and Oration—Why Should I Desire a College Education?	George R. Samson
Oration—The Catacombs.....	Coralie Daniels
Oration—Sewing in Our Schools.....	Zoa Gorman
Oration—The Wizard	Rachel Loeb
Oration—The Last Eleven Years.....	Harriet Howe
Music—Selected	K. P. Band
Oration—Individuality	Florence Shaw
Oration—Think and Live	Ada Davis
Oration—Foreign Immigration Should Be Restricted..	Richard Marriott
Oration—In the Laboratory.....	Katheryn Siefferman
Music—Bridal Chorus—Wagner	Chorus and Band
Music—O Hush Thee, My Baby—Arthur E. Sullivan.....	Glee Club
Oration—E Pluribus Unum.....	John Barr
Oration—Home Education.....	Millie Wollenzien
Oration—Domestic Science.....	Anna Riley
Oration—Some Illustrations and What They Teach.....	Edith Johnson
Music—Lightly May the Boat Row—L. S. Leason.....	Girls' Glee Club
Oration—Remember the Maine	Thomas Noble
Oration—Will and Win.....	Nellie Hubbard
Oration and Valedictory—Rounding the Curve.....	Agnes Holmes
Presentation of Certificates and Diplomas.....	
.....	Dr. J. E. White, President Board of Education
	Dismissal.

WORK DONE.

Instead of printing the Course of Study as we should like to have it in the several departments, we give what has been done in the schools and, as nearly as may be, in the language of the teachers in charge.

FIRST PRIMARY—SECOND WARD—FIRST YEAR—MISS BELLE BARR.

READING—*A Class*, Harper's First completed. Second, 20 lessons: *B Class*, First—Part I, completed: Part II, read but not reviewed. *C Class*, (Spring entries), script lessons from the board (first work of the

year, also). Three months given to reading script—no print. Child learns to recognize words at sight, to read phrases and sentences. Words used are taken from the first pages of the reader—hence the pupil can read several lessons as soon as he takes his book. Word and sentence methods with some phonics. Aim, first, a quick recognition of words, then expression of ideas through words. Devices—lists pronounced quickly; words written, and quickly erased; pupils erase selected words; one pupil points out while another pronounces; teacher uses pointer; one child writes a sentence, another reads; words pronounced from the last toward first; words used in sentences; spelled with open books, etc. *Incentive*—to learn well a good lesson; *Reward*—it has been learned; some spelling matches; number competitions, and a daily chance for a head-mark. Thus all see who is at the front in the different branches. A strong incentive in written work is the privilege of taking work home "to show mamma."

NUMBER WORK. Number 1-10. Combinations and resolutions. Objects used at first and when needed through the year. Counting to 100 by 1's, 2's, 5's, 10's. Roman letters to L. Appleton's Numbers Illustrated—A class to page 72 and reviewed. B class to page 72. Figures, signs and names of numbers learned and written.

PENMANSHIP. Vertical. Small letters learned, written on slates; words and sentences written. Capitals used as good usage requires. Paper taken and kindred work thereon. Changes from print to script.

DRAWING. Designs based on square and circle. Directions of special teacher carried out.

MUSIC. Scale learned; reading from staff; followed instructions of special teacher. First year's work in the Manual (Model Course); rote songs learned.

SEWING. Kindergarten sewing-cards, under direction of special teacher.

SPELLING. Words spelled with open books; letters learned, words spelled without books; oral and written.

LANGUAGE. Oral; stories reproduced; sentence ideas; kind of sentences. Beginning and closing of each kind. Nouns, singular and plural, general rule for forming. Use of is, are, was, were, have, has, saw, ran, there, those, etc.

GENERAL EXERCISES. Talks on physiology, Nature Study, flowers, leaves, birds, and other animals. Literature—several poems memorized, a part of Hiawatha committed, stories told and reproduced.

FIRST PRIMARY—THIRD WARD—FIRST YEAR—MISS AUKEKA KILER.

READING. *A Class.* Harper's First completed: to page 65, Harper's Second In Numbers Illustrated read from p. 29 to p. 105. *B Class,* Harper's First completed and reviewed, supplementary reading from

little classics. In Numbers Illustrated, read from p. 29 to p. 90. *C Class*, Harper's First from p. 7 to p. 75 and reviewed; in Numbers Illustrated from p. 29 to p. 72.

NATURE STUDY, LITERATURE, &c. *September*: Squirrel, day and night, morning glory, Japanese and Chinese children, horse, cow. *October*: Mother butterfly's baby, cocoons, the bee and her workshop, swallow, Columbus day. *November*: Life of Puritan children, first Thanksgiving, log cabin, Indian boy and girl. *December*: One bear family, seed babies, blanket, Mollie Cotton Tail, the carpenter, stories of the Christ-child. *January*: Eskimo land, Agoonack and Sipsee, story of the seal, otter, winter birds, five little foxes. *February*: Children of Revolutionary days. Washington, Franklin, Lincoln, St. Valentine, the dove. *March*: Wary woodchuck, pussy willow, robin, raccoon, blue bird, blue jay, oriole. *April*: Meadow lark, seed babies, sugar land, the raindrop, clouds, rain, toad, earthworm. *May*: Analysis of tulip, pansy, snowball, lilac, Maud's linen handkerchief, children of Cuba, Memorial day. Have read all the stories for children from Primary School and Primary Education, Nature's Myths and Stories (Flora J. Cooke), Norse Gods and Heroes (Annie Klingensmith), Danish Fairy Tales (Hans Christian Andersen), German Fairy Tales (Grimm), Fables and Folk Stories (H. E. Scudder), Whiter than Snow and Little Dot (Mrs. O. F. Walton), Aesop's Fables, What Annie Saw (Lucie D. Welsh), Some Bird Friends, Story of Buds, Bible Stories, Historical Stories, many stories from the children's own books brought from home.

PENMANSHIP. Vertical. First exercise in the morning. Letters or words made very slowly, each movement noted; work of each pupil examined and criticised.

DRAWING. As the special teacher directed. The object drawn line by line upon the board as later it is to be reproduced on slates and paper.

MUSIC. As the teacher directed. First year's work in Model Manual.

SEWING. As the special teacher directed. Kindergarten cards, threading needle, pricking, stitching with colored yarns, &c.

EXPLANATIONS. In reading, new words spelled and lesson read as a whole as a first recitation. A second recitation on the same lesson was given to sound and better spelling, and language work appropriate to the subject matter.

At first the number was entirely from objects. After the books were introduced, the lessons were studied as reading lessons, new words and phrases learned, the lesson read, and terms explained. In the succeeding recitations, the examples were read and answers given. The work in Science and Literature has been taken

almost entirely from "Primary School" and "Primary Education" of this year and last. We have head circles (head marks), rolls of honor, stars, &c., as incentives and rewards.

FIRST PRIMARY—FOURTH WARD—FIRST YEAR—MISS ALICE V. LEMON.

READING. *A Division.* Harper's First completed, two month in Second to page 62. Every lesson studied for new words; these spelled and pronounced, spelled by sound. The words of the lesson pronounced backwards and forwards, read by sentences and paragraphs; words spelled with closed books. Usually required two recitations for a book lesson. *B Division.* About 200 words from the first pages of the reader, written and printed forms learned, required nearly four months. The First Reader then used and completed. From time to time brightest pupils advanced to A Division.

NUMBERS. *A Division.* Numbers Illustrated Parts I and II completed and Part III to page 115, omitting five lessons that were too difficult. Every lesson carefully reviewed, if difficult, re-reviewed. All examples solved on the board or on slates. For supplementary work used Sections I, II and III of Prince's Arithmetic, Part I. *B Division.* Four months of oral instruction, this being given in such manner as to teach the new and unfamiliar words of Numbers Illustrated as far as Part III. When the pupils began using their books the words of the book were easily handled and the children were comparatively free to give attention to the thinking involved in the examples. This oral instruction also embraced the subject matter of Part I, a series of talking and illustrated exercises based upon the several number ideas and simple computations. This made Part II, with which the class began the book study, easily apprehended and pupils at once became interested. In Part II every lesson was carefully looked over for *new* things, the examples were worked out with counters, the operations were indicated on slates or the board, the lessons were then read, and all lessons were frequently reviewed. All through the year necessary oral work preceded formal and book instruction.

LANGUAGE. A part of the reading lessons. The kinds of sentences; how each begins and closes, name words, singular and plural forms, why some name words begin with capitals, action words. These discovered by pupils in their reading lessons and pointed out.

PENMANSHIP. Letters seldom taken separately: reading lessons or number lessons, daily written on slates or paper. Drill in correct forms of letters and paragraphs. Every pupil specially instructed in the spelling and the writing of his own name. When work was very good, or did the writer credit, the pupil was privileged to take it home.

SPELLING. Words of the reading and number lessons spelled both by letter and by sounds.

MUSIC. First year of the Model Manual and conducted as the special teacher directed.

SEWING. Under the direction of special teacher and most of the work done in her presence.

DRAWING. Under the special teacher's direction. Simple designs and object work.

PHYSIOLOGY. Part I, Stowell's Primer of Health. The facts of the book were told to the school in story form and talked about.

SECOND PRIMARY—SECOND WARD—SECOND YEAR—MISS ANNIE M'CLAIN.

READING. *A Division* to p. 130, *B Division* to p. 82. Harper's Second Reader. *Objects*—To gather thought from the printed page. 2. Expression. *Preparation*. New words, each spelled by letter and by sound, and marked diacritically; used in sentences, drills in rapid and correct sight pronunciations; natural tones and rendering; trained to see as a whole, phrases and short sentences and give them; no drawing permitted. Faults corrected by leading pupils to a correct mental picture of what he reads and to express his thoughts in an easy conversational manner. Poems memorized. Pupils reproduce reading lessons in their own language. Credits given for all correct recitations and marked where all could see. *Supplementary readings*. Cats and Dogs, Friends in Feathers and Furs. Bow Wow and Mew Mew, German Fairy Tales, Danish Fairy Tales, Cyr's Second Reader, Stickney's Second Reader, Appleton's Second Reader, Nature Stories (Burt), Nature Stories (Bass), Stories for the Kindergarten. Pupils encouraged to bring books from home and exchange one with another.

SPELLING. Words taken from the other lessons and in addition to the regular exercise, a part of reading and language work. *Objects*—Sight recognition of the printed and written forms of the words in our vocabulary; to spell by letter and pronounce readily; to separate into elementary sounds and to combine sounds into words; to learn the names of the characters representing these sounds. Finally the assigned words written in the spelling blanks and graded.

PENMANSHIP. Vertical. Correct forms and spacing of small letters and capitals. Forms taught separately, in words, and in sentences. Spaced paper used and lead pencils. Once a month a selection is written, papers collected and graded and pupils informed as to improvement or failure.

LANGUAGE. How to Talk to p. 36. *Object*—Training in the proper use of the grade's vocabulary. Nouns, singular and plural forms; four ways of forming plurals and much drill in changing these forms. Proper nouns. Sentences, how begun, proper terminal marks; practice in use of capitals; homonyms as found in daily lessons, use and spellings; contracted forms; correct use of a, an, is, are, was, were, has, have,

this, these, that, those, in sentences. Pupils correct common errors of speech; stories reproduced orally and in writing; pictures described. Best work copied for preservation. Book used the last month.

NUMBERS. Numbers Illustrated. *A Division* to p. 132; *B Division* to p. 89. Addition and subtraction tables through 12, multiplication table through 6, Roman notation to C, original examples, rapid additions of columns, reading of numbers to 1,000. Rapidity of thought and computation. Examples answered in complete sentences.

DRAWING. Thirty-two designs planned and supervised by the special teacher.

MUSIC. Loomis's Number 1 completed. Model Primer to p. 36, under instruction of special leader.

SEWING. Planned and conducted by the special teacher.

PHYSIOLOGY. Primer of Health to p. 74. The exercises were oral talks as the texts plans and suggest.

MORALS. Examples of politeness and moral instruction given as opportunity offered.

SECOND PRIMARY—THIRD WARD—SECOND YEAR—MISS ELLA M. DUNN.

READING. Harper's Second finished. Harper's Third to page 83.

NUMBERS. *A Division*. Robinson's Beginners top. 90. *B Division*. Numbers Illustrated to p. 131.

LANGUAGE. How to Talk to p. 70.

SPELLING. Words from reader and number book. New words worked out from known words and sounds.

PENMANSHIP. Vertical. Individual letters, words, sentences, stanzas.

DRAWING. Designs, objects, stories illustrated. Instructions of special teacher.

MUSIC. Loomis's No. I completed. Model Primer to p. 37. Special teacher.

SEWING. Different stitches on canvas, bags, aprons, outlines of fruits, animals, leaves. Special teacher.

PHYSIOLOGY. Stowell's Primer of Health to p. 70. Instruction in the form of talks, stories, &c.

GENERAL EXERCISES. *Science*. Description, life and habits, of ant, bee, fly, earthworm, dog, cow, robin, blue jay, oriole. *Literature*. Used as supplementary reading: Life of Lincoln, Life of Washington, Selections from Cyr's Second and Third Readers, Little Daffydown-dilly. Life of Longfellow, poems: Evangeline, Hiawatha, Children's Hour, Village Blacksmith, Excelsior, The Day is Dark and Dreary. Life of Whittier, poems: Barbara Fritchie, Robin, Bow-wow and Mew-mew, Boston Tea Party. Life of Louise M. Alcott, some selections

from her writings. *Miscellaneous Readings.* Stories read by the teacher or by the children; reproduced, sometimes orally, sometimes in writing. Titles: Water Babies, Seven Little Sisters, Each and All, Seed Babies, All the Year Round, Spring, Some Bird Friends, Fables and Folk Stories, Arabian Nights, Danish Fairy Tales, German Fairy Tales, Robinson Crusoe, Cat-Tails and Other Tales, In the Child's World, Beautiful Joe, Sarah Crew, Bird's Xmas Carol, Patsy, Snow Image, Miraculous Pitcher, History Stories—Pratt, Eggleston and Montgomery. Child's Colonial History, Sea-Side and Way-Side, Stickney's Second Reader, Stories of Miles Standish, William Penn, Pilgrims, Quakers, Witchcraft, Franklin, Columbus, Indians, Esquimaux.

EXPLANATIONS. Tried to work out each step in every lesson; keeping in mind that every lesson changes in some way the current of the pupil's life. Two aims—specific and ultimate. In reading, began with the language, new words fully understood, images and pictures, central thought and fitness of pictures to embody the theme. For instance, in Barbara Fritchie, gave all the pictures and for the time lived ideal patriotism. In language, the main purposes were: 1. To cause pupils to think about objects in a logical systematic way. 2. To cause pupils to acquire a habit of expressing thoughts in good, clear, forcible English: I. Main line—Description of objects present. Order: 1. Selection of attributes. 2. Arrangement of attributes. 3. Thinking the object. 4. Setting forth the thought in language, oral or written. II. Incidental line. 1. Reproduction of stories—a. Pupil has read; b. He has heard the pupils or the teacher read—stories suited to the pupils. 2. Correction of the child's errors, oral and written.

SECOND PRIMARY—FOURTH WARD—SECOND YEAR—MISS OPAL HELLER.

READING. Harper's Second completed; Third to p. 55.

NUMBERS. *A Division*, Robinson's Beginnings to p. 90. *B Division*, Numbers Illustrated to p. 141.

LANGUAGE. How to Talk to p. 41.

SPELLING. Words to reading, number and language lessons.

PENMANSHIP. Vertical. Words, letters, drill on forms.

DRAWING. Designs in squares, vase forms, coffee-pot, bucket, basket, &c., under direction of special teacher.

MUSIC. Model Primer, under direction of special teacher.

SEWING. Different stitches, bags, aprons, &c., under direction of teacher.

PHYSIOLOGY. Stowell's Primer of Health. Talks about teeth, lungs, heart, stomach, narcotics.

EXPLANATIONS. *Aim*—to aid the pupil towards a fuller self, a more abundant life, endowment and necessity determined the how. The idea

of realizing self through the phases of study was the prevailing purpose. Minor aims, to have pupils know new words, numbers, manipulations, how to write as subservient to the higher. Program flexible. If an organ man and scarlet-clad companion, or the keeper of a grizzly entertained during the noon intermission, it was difficult and undesirable to shift attention for a healthful conversation about those animals. A rainy day is a fit setting for *The King of the Golden River*. A steaming pair of stockings beside the stove occasioned a discussion of rainfall, its influence on vegetation, on the earth's surface, and on man. A stopper forced from a bottle in which beans were soaking, pieces of slate thrown into the stove, windows covered with frost, a daily visiting mouse tempted to the coal box for crumbs from lunch papers, an ugly dog bounding through the open door, a dandelion with a bee gathering its nectar. Fables, folk stories were presented as work suggested. Care to select wisely, to have pupils grasp the contents. Meaning of vague word, sentence or paragraph developed as needed and without detriment to progress of thought or attention; picturing of the story enjoined, sometimes mentally, sometimes sketched on slate or board. Pupil an actor in the story, thus an intelligent reader or listener. Language taught in the light of the history of language. "Words are abiding things, whose origin, growth, decay, vanishing are more interesting than many a novel." Difficult for pupils to grasp forms, as the possessive and number forms. The growth resulting in these forms traced as far as practicable. Spelling an open exercise. Any lesson of the day its basis. In arithmetic the processes of addition, subtraction, multiplication and short division, liquid, lineal and time measures. *Devices*.—to secure unity of thought and purpose between teacher and pupils. The pupils formed in line at tap of bell, passed into building and room, seated themselves with hands on desk in front; sat in middle of the seat, erect, shoulders back. Books taken by concerted movements; children pass to classes by numbers, books opened and closed as directed. Places fixed by counting and numbers recorded. Privileges asked for by signs. Special freedom given to acts of kindness and politeness. The school a community, an organization whose members were in business; hence regularity, promptness, harmony, honor, high resolve, were kept in plain view, and emphasized as manly characteristics.

FIRST INTERMEDIATE—SECOND WARD—LOW THIRD YEAR—MISS JENNIE M. VANDERVEER.

READING. *A Division* Harper's Second finished. Third to page 107. *B Division*, Second finished.

NUMBERS. *A Division*, Robinson's Beginners, pp. 5-106. *B Division*, pp. 5-64.

LANGUAGE. *A Division*, How to Talk to page 83. *B Division*, to p. 41.

SPELLING. Words in all text-books of the grade.

PENMANSHIP. Vertical. Copies furnished by teacher.

DRAWING. Under direction of special teacher.

MUSIC. Model First Reader to page 60. Under direction of special teacher.

PHYSIOLOGY. Talks on proper kinds of food, effects of alcohol and narcotics.

GENERAL EXERCISES. Every other day studied "Birds," Nature Study Publishing Co.'s Magazine; on alternate days, a little work in science. The Cow—Conversations: What she gives us, what we should give her, parts or organs as teeth, stomach, hoofs, kinds of lips, how jaw moves, ruminating habit, observations reported. Chart of products. The sheep compared with cow, resemblances, what sheep give us. Few talks about the horse along the same lines. Kinds of grain. *Aim*—To teach the children to observe for themselves and to arouse an interest in animals and the other familiar things of the child's daily life. Often these observations fall into regular order having a thoughtful connection. *Literature*. Studied Hiawatha, an excellent story to develop childish character, unselfish love for one's own and others, courage, respect for age, kindness to animals. It interests through the customs and the feelings of Indians; the mythical appeals to the child's imagination. The story reproduced orally, in writing and in pictures. *Miscellaneous Reading*. We had a circulating library of forty-nine books, given out every Friday to the children, besides eighteen books from the city library which we kept for three months. Besides these that the children took home and read, the following were read aloud to the school: Bible Story, Alice in Wonderland, Black Beauty, The Children of the Cold, Beautiful Joe, Two Little Pilgrims' Progress to the World's Fair, Daddy Darwin's Dove Cote, Little Lord Fauntleroy, Swiss Family Robinson.

EXPLANATIONS. *Reading*. New words learned, pronunciation, accent, sounds, definitions to suit uses in lessons and in pupils' words. Reproduction of lesson in pupil's words, reading by sentences, paragraphs, individually and by concert. *Spelling*. By sounds, by letters, syllabication, oral, written. *Arithmetic*. Every conceivable method and device to keep pupils interested, square cards to show area; bundles of 1's, 10's, 100's for adding; foot rule for measuring; 45 combinations, adding by endings, by columns with reductions; problems involving groups of familiar fractions, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{8}$, dime, nickel, penny; number stories; multiplication by 2, 3, 4 etc., table taught. No solution, simply results. *Language*. Drill in correct forms. Tried to stimulate accurate thinking as a basis of correct expression. Errors corrected. Illustrative sentences from child's work. Select such as stimulate and can be readily understood. Pupils write stories we call compositions, teacher cor-

rects, pupils rewrite. *Incentives*. Credits given for perfect recitations. Circles for keeping at head of class during a recitation.

FIRST INTERMEDIATE—THIRD WARD—THIRD YEAR—MISS CASSIE BOGGS.

READING. Harper's Third. *A Division*, pp. 80-286. *B Division*, pp. 1-220. New words written on tablets and marked diacritically; spelled by letter and by sound. Lessons read by sentences and by paragraphs. Suitable definitions developed, learned and used. Lessons reproduced in pupils' language.

LANGUAGE. How to Talk, pp. 46-164. Words classified, as verbs, adverbs, adjectives, pronouns. Forms, definitions, laws learned and used as suggested by text. Picture descriptions; reproduction of stories (oral and written) throughout the year. Drill in thinking, forms, neatness, diction. Note-book by each in which were written lessons from reader, language, geography, physiology and supplementary reading. Dictionary work a part of regular exercises, included spelling, marking, pronunciation, definition and kind of all difficult words.

GEOGRAPHY. Scribner's Geographical Reader. Part I completed. New and difficult words written in tablets, marked, spelled by letter and sound, with definition suited to the context; lessons read by sentences and paragraphs and reproduced. Special study of Mississippi, Hudson, and Amazon rivers; great lakes; cold countries of the North; warm countries of the South; California, British Isles, and France. This work reproduced in writing. Maps of school room, school yard and Champaign county; towns, streams and railroads located; description of climate, soil, surface, industries and productions developed and written.

ARITHMETIC. Robinson's Beginners', pp. 57-161. Notation and numeration. Drills in adding, subtracting, multiplying and dividing abstract numbers. Oral and written analysis of concrete problems under each. Tables of measures and weights, practical problems under each subject.

SPELLING. Reed's Word Lessons, pp. 7-36. Oral and written work from the text, alternating with lists of words selected from other text-books.

PENMANSHIP. Vertical; correct analysis and spacing of all letters, separately, in words, sentences, paragraphs and stanzas.

PHYSIOLOGY. Stowell's Primer of Health. Oral lessons based on the text: Food exercise, digestion, circulation, organs of the body, bones, muscles, care of body, etc. Lessons reproduced orally and afterwards written in note-book.

LITERATURE AND SCIENCE. Several stories read to the school. Outlines of the following placed on the board and the story of each written by the pupils: Columbus, Washington, Lincoln, Longfellow, Snow Image, Esquimaux Children. Selection from Hiawatha's manhood and

sailing, memorized; also a number of other short poems. A description of the growth, food and parts of trees, plants and flowers (the maple and the nasturtium); description of the development and the work of the butterfly and the silk moth.

MISCELLANEOUS READING. A number of books kept in room during year for the pupils' reading. These were the ones most generally read: Washington, Lincoln, Cyrus Field, Longfellow, Whittier, Louise M. Alcott, Pocahontas, Boston Tea Party, Penn, Robinson Crusoe, Hiawatha, Little Pilgrims' Progress, Three Colonial Children, Child's U. S. History, England, France. These readings talked over during general exercises.

FIRST INTERMEDIATE—FOURTH WARD—THIRD YEAR—MISS JESSIE HESS.

READING. Harper's Third completed. Special attention to expression, spelling of words, definitions and the using of the same.

SPELLING. Reed's Word Lessons pp. 1-51. Followed suggestions of the text closely, was careful to have poor workers do their work until properly done.

PENMANSHIP. Vertical round hand. Special attention to formation of letters.

LANGUAGE. How to Talk to page 137, following text. Supplementing from Hyde's Practical Lessons, DeGarmo's and Swinton's Pencil Talks. Also compositions on familiar subjects, as home, pets, friends, games, etc.

ARITHMETIC. Robinson's Beginner's, pp. 90-205, making addition, subtraction, multiplication and division the prominent subjects. Felter's. Using drill card work and oral problems through division. Aiming at accurate and rapid work.

GEOGRAPHY. Scribner's Geographical Reader to p. 87. North America and West Indies. Taught as a reader, located many of the places named. Oral, following Geographical Nature Studies, with work on town, yard, room, seeds, etc.

DRAWING. Under the directions of the special teacher.

MUSIC. Under the directions of the special teacher.

PHYSIOLOGY. Primer of Health, pp. 1-92. Instruction oral.

SEWING. Under the direction of the special teacher.

NATURE STUDIES. Birds. Description of forty birds, whose pictures in colors were hung on the walls.

MISCELLANEOUS READING. Formed a part of opening exercises. We read Brownie Book, Rip Van Winkle, Kittie and the Snow Steps, The Little Woodman, Three Little Pigs, Four Musicians of Oremen, Stories of American History, Little Barefoot Boy.

LITERATURE. Poems from Whittier, Longfellow, Eugene Field, Rowe and Eggleston.

SECOND INTERMEDIATE—SECOND WARD—LOW FOURTH YEAR—J. W. MYERS.

READING. Harper's Third completed. New words marked, pronounced, defined and used in sentences; forms of nouns and verbs, comparison of adjectives and adverbs; occasionally a lesson paraphrased and carefully looked over as to paragraphing, punctuation, and capitals. Words difficult of pronunciation spelled by sounds.

SPELLING. Reed's Word Lessons pp. 1-67. About half the work oral and half written. In written work the words were pronounced, written and marked (diacritically) by the pupils. Pupils taught how to use the dictionary. A few rules for spelling learned.

PENMANSHIP. Vertical. Chiefly practice in writing stanzas of poetry with daily inspection and criticism.

LANGUAGE. How to Talk from p. 57 completed. Directions of book followed. Much outside written work required and specially aimed to emphasize laws and definitions read and recited. In composition work particular attention given to paragraphing, punctuation, capitals. One letter written by each pupil and carefully corrected as to form, etc. Aimed to have pupils feel that language is a live, interesting study.

ARITHMETIC. Robinson's Beginner's p. 73 and completed. Felter's Intermediate to p. 22. Many illustrations used to test pupils' knowledge of definitions learned; much practice in writing numbers. Care taken to have pupils understand processes and apply the principles and the rules they read and recite.

DRAWING. Under the direction of the special teacher.

MUSIC. Model Second Reader to p. 35. Work directed by special teacher.

GEOGRAPHY. Scribner's Geographical Reader, Part I completed. Text treated as reading lessons. Maps were drawn; large rivers, cities, mountain ranges and lakes located as far as practicable. Names of countries of Europe learned. Local geography received considerable attention; every pupil drew a map of Champaign county.

PHYSIOLOGY. Stowell's Primer of Health completed. Read the lesson to the school, then questioned pupils upon the subject matter. Particular stress given to growth and development of the body and the effects of narcotics. Each pupil traced the processes by which food becomes tissue.

HISTORY. Montgomery's Beginner's. Read the lesson to the school and the following day pupils reproduced the story. Object, to stimulate patriotism through recounting the deeds of great men.

SEWING. Under the guidance of the special teacher.

MISCELLANEOUS READING. Pupils encouraged to read books from the libraries; most of them did. As opening exercises we read Black Beauty, Two Little Pilgrims, Little Lord Fauntleroy and many stories

from papers and school journals. Village Blacksmith and Landing of the Pilgrims memorized. Questions were asked on the readings and discussions often entered into.

SECOND INTERMEDIATE—THIRD WARD—THIRD AND FOURTH YEARS—
MISS IDA WEBER.

READING. *A Division*, Harper's Fourth, Part I. *B Division*, Third completed. Objects—Expression of the thoughts read and thoroughness of phonic work. New words pronounced, spelled by letters and sounds; defined as used in the lesson. The story told with closed books; thought of author studied and emphasized by conversations. Lessons read by sentences and paragraphs, individually and in concert. Attention given to emphasis, pronunciation, enunciation, tone, inflection, position of body and book.

SPELLING. Reed's Word Lessons, Part I. Words pronounced, spelled by letter and by sound, syllabicated, defined, used in sentences. Selected words written.

PENMANSHIP. Vertical circular. A review of all the letters. Practice in writing words, sentences, paragraphs.

LANGUAGE. *A Division*, How to Write, pp. 1-75. *B Division*, Review of How to Talk. Objects—Correct expression of thought and correct form of expression. Sentences and stories suggested by pictures, reproductions, compositions on leaves and animals helped to bring desired results. Correcting mistakes with reasons for corrections; review of nouns, verbs, pronouns, adjectives, adverbs and their forms; kinds of sentences, quotations, abbreviations, contracted forms, poetical, prose and letter forms.

ARITHMETIC. *A Division*, Felter's to p. 137. *B Division*, Robinson's from p. 97 completed. Notation, numeration, kinds of numbers, addition, subtraction, multiplication, division, factoring, cancellation, greatest common divisor, least common multiple, fractions, reductions of, accuracy and rapidity of computations. Rules, notes, definitions, analysis, suggestions, read and applied. Analysis of written problems, formulas written. The reasoning power of pupils called into activity.

DRAWING. Work planned by special teacher; objects and designs, My work to see that pupils understood what they were expected to do; that it was done neatly and carefully and to help pupils see their mistakes and to assist in rectifying them.

MUSIC. Model Second. Under direction of special teacher.

GEOGRAPHY. Scribner's Geographical Reader, Part II; reviewed Part I. Illinois. Geographical terms learned and illustrated as far as possible. Work made interesting and profitable by stories and conversations given by pupils and learned from books and conversations with others. Some map work done.

PHYSIOLOGY. Stowell's Healthy Body to page 98. Lessons read, talked about and questions answered. A reading exercise.

SEWING. Work under direction of special teacher.

SECOND INTERMEDIATE—THIRD WARD—FOURTH YEAR—MISS METTA M. SHOWERS.

READING. Harper's Fourth, pp. 1-192.

ARITHMETIC. Felter's Intermediate, pp. 1-140.

LANGUAGE. How to Write, pp. 1-75. All terms in How to Talk reviewed; ten compositions written.

GEOGRAPHY. Scribner's Geographical Reader, Part II; Illinois.

SPELLING. Reed's Word Lessons, pp. 1-86.

PHYSIOLOGY. Stowell's Healthy Body, pp. 1-127.

MUSIC. Loomis's No. 2, pp. 37-79. Model Second Reader, pp. 1-39.

PENMANSHIP. Vertical round hand.

LITERATURE. Selections from Longfellow, Lowell, Whittier, Tennyson, Eugene Field, Mrs. Hemans, Helen Hunt Jackson, Macaulay and Margaret Sangster, read and studied. Pupils committed The Children's Hour, Village Blacksmith, The Builder, Aladdin, The First Snowfall, Barefoot Boy, The Brook, Landing of the Pilgrims, and part of Horatius at the Bridge. Quotations at roll call once a week, those from each author used a month. Quotations last month from Patriotic Sayings of Great Americans. Short biographies of Washington, Columbus, Franklin and Lincoln were read. Also Stories of Great Americans, Fifty Famous Stories Retold, Myths of Old Greece, American History Stories. Selections in Folk Lore from Joel Chandler Harris's writings read and some of them used as material for language drill. About fifty books from city library were circulated among the pupils, each book being kept in the school from one to two months. Results were satisfactory, judging from conversations with pupils and the examination in miscellaneous reading.

SCIENCE. During autumn, collections of leaves and seeds made, facts about each observed, terms learned and used in descriptions. Preparation of plants and animals for winter noticed. During winter months some time was given to the study of animals: appearance, habits, characteristics of domestic animals were topics of great interest. The birds received attention during the spring months. Germination of seeds, leaf and flower buds, parts of the flower, some plants as wholes were studied. Much work fragmentary and incomplete owing to the little time that could be spared from regular work, but the one great object has, in some measure, been accomplished in opening eyes, minds, and souls of pupils to the Book of Nature.

SECOND INTERMEDIATE—FOURTH WARD—FOURTH AND FIFTH YEARS—
JOHN L. HISSONG.

READING. *B Division*. Harper's Fourth pp. 1-190. *A Division*. Harper's Fourth, pp. 190-420.

ARITHMETIC. *B Division*. Felter's Intermediate, pp. 1-120. *A Division*. Felter's Intermediate, pp. 120-217.

LANGUAGE. *B Division*. How to Write, pp. 9-75. *A Division*. How to Write, pp. 70-236.

PHYSIOLOGY. *B Division*. Stowell's Healthy Body, pp. 7-107.

PENMANSHIP. *B Division*. Vertical Round Hand, neatly written papers in all studies.

DRAWING. Object—original and copied designs. Special teacher.

SPELLING. Reed's Word Lessons, pp. 7-68. All new terms spelled, defined, pronounced.

MUSIC. Model Second Reader, pp. 5-47. Special teacher.

GEOGRAPHY. *B Division*. Scribner's Geog. Reader, Part II: Champaign county, Illinois. *A Division*. Harper's School, pp. 1-49.

U. S. HISTORY. *A Division*. Montgomery's Beginners, pp. 1-234.

SEWING. Per directions of special teacher.

EXPLANATIONS. *Reading*, aims, to understand the language of the text, to present the thought clearly and distinctly, to know the meaning of the words, phrases and sentences; proper emphasis and inflections, articulation and accent, naturalness of tone. *Arithmetic*. Preceding work reviewed, all definitions, illustrations, analyses, rules read and applied, drill for accuracy and skill, all examples solved and many others not in the text, oral and written examples analyzed. *Language*. How to place the sentence on the page, forms of sentences, forms of words and uses, laws for forming plurals, possessives, capitalization, punctuation, letter forms, choice of words, composition writing. *Penmanship*, position, spacing, height, forms, combinations, written work of all kinds carefully inspected. *Geography*, the Reader used as a supplementary reader, questions answered with open books, definitions illustrated with drawings, maps drawn, descriptions oral and written; local geography of county and state studied. The School Geography carefully read, definitions recited, questions answered both from open books and from memory, American Neighbors a supplemental text. *History*, the text used first as a reader, then topically studied, finally the grouping of events about centers and characters. Special attention to biography, geography and time. *General Exercises*—opening, song, verse or chapter from the Bible, Lord's Prayer and roll-call; miscellaneous reading, weekly reports of books read. *Method*, to suit pupil and subject, gener-

ally inductive: devices—objects, drawings, illustrations, comparisons, explanations: aims—instruction, mental, moral, physical, that the pupil may be brought nearer the perfection of which nature makes his body and soul capable. Incentives—approval of good work by parents and teacher, knowledge that the learner may be a power for himself, self-control, duty.

THIRD INTERMEDIATE—THIRD WARD—FIFTH YEAR—MISS ELLA GLASCO.

READING. Harper's Fourth completed.

LANGUAGE. How to Write completed from p. 78; First part reviewed; 50 short compositions.

ARITHMETIC. Felter's Intermediate, Common and Decimal Fractions, some work in Compound Numbers, and a review of fundamental operations.

HISTORY. Montgomery's Beginners completed and reviewed.

GEOGRAPHY. Harper's School, pp. 1-40. American Neighbors to p. 182.

PHYSIOLOGY. Stowell's Healthy Body to p. 172.

SPELLING. Reed's Word Lessons, pp. 50-100.

MUSIC. Model Third Reader, to p. 40.

PENMANSHIP. Southworth's Vertical.

DRAWING. Planned and directed by special teacher.

COMMENTS. No plan or program for general exercises. Some science work in language exercises, and some literature with the reading. A number of selections memorized. Pupils all read, many extensively: able to talk of what they read, of favorite books and authors: books from city library, drawn, loaned to pupils to take home and read: thirty given out thus. Librarian helped to select helpful books and liked by the children. Many get books from the County Superintendent's library. Read to the school Beautiful Joe, Persimmons, and some other short stories. *Aim*, the formation of careful habits of thinking and skill in using text books, to strengthen and complete work in some lines and give a good beginning in other lines. Thus subjects overlap—reading, defining, spelling are always in preparation for a recitation as are correct pronunciation and good language. Geography a part of history in the location of places, map-drawing, diacritics, and sound spelling have not been neglected. Composition has been part of the history work. In arithmetic all definitions have been carefully studied and analysis of examples insisted upon. Have tried to vary the methods of teaching the different subjects. Incentives—credits for correct recitations and circles for head-marks. Pupils making a specified number during the week, dismissed fifteen minutes earlier on Fridays, rolls of honor written on the board, and sometimes the reverse and from the

latter names might be erased by making up deficient work in private recitations.

THIRD INTERMEDIATE—THIRD WARD—FIFTH YEAR—MISS GERTRUDE TAYLOR.

READING. Harper's Fourth completed.

LANGUAGE. How to Write from p. 75 completed.

ARITHMETIC. Felter's Intermediate, pp. 113-221.

HISTORY. Montgomery's Beginners completed.

GEOGRAPHY. Harper's School pp. 1-40. American Neighbors, pp. 1-194.

PHYSIOLOGY. Stowell's Healthy Body, pp. 1-127 and pp. 198-207.

SPELLING. Reed's Word Lessons, pp. 53-89.

MUSIC. Model Third Reader to p. 49.

PENMANSHIP. Vertical, principles, heights, spacing, &c., small letters and capitals.

DRAWING. As directed by special teacher.

SEWING. As directed by special teacher.

EXPLANATIONS. Subjects in arithmetic: greatest common divisor, least common multiple, reduction of fractions, addition, subtraction, multiplication and division of fractions, linear and square measure. In geography, American Neighbors used as a reader and then made basis of recitation. Canada, Mexico and Central America thus studied. The spelling not only oral and written lists but the terms of all lessons, abbreviations, suffixes, prefixes and their uses,—some rules learned and applied. The physiology included composition of the body, bones, muscles, blood, and the effects of opium, tea, coffee, tobacco and alcohol on these parts. The language compositions were read in class and careful attention given to spelling, punctuation, capitals, sentence forming, thought, neatness of presentation. Laws and rules learned and applied so as to be in use in every-day work. Music—keys of C, G, D, and A studied. In reading emphasis given to thought, expression and fluency. New words spelled phonetically, by syllables and letters, definitions learned and applied. The geography work embraced shape, size and motions of the earth, divisions of land and water, the zones, climate, winds, ocean currents, races of people, governments, the hemispheres, North America as a whole, United States as a whole and the New England States.

MISCELLANEOUS READING. Pupils read history for class discussion, newspapers for topics of the day. Five and sometimes ten minutes of the opening exercises taken in which to tell of their readings. Life of Washington, of Lincoln, Grant, Garfield, and others were read. Some of Miss Alcott's books and a few of Longfellow's poems, in addition to

some books treating of animals and plants. *Incentives.* Pupils are encouraged by a credit for each perfect recitation; five added to monthly grade for a specified number of credits: circles as head-marks: early dismissals for perfect work. Negligent pupils punished by detention at the close of school, by a loss of so many credits, by deductions from monthly grade. *Class routine.* Pupils stand. Head pupil calls numbers in the order of class position, and pupils pass quietly. Head pupil announces the lesson; each does his share of the recitation to the extent of his preparation; explanations given as needed: new lesson assigned, perfect pupils step up and others down: record made of perfect recitations and circle: head pupil passes to the board and puts down his number and it is recorded, then next to foot, &c., pupils pass to seats. Do not follow this routine in arithmetic exercises in which most of the examples are solved on the board and fully explained by individual pupils.

FIRST GRAMMAR—THIRD WARD—SIXTH YEAR—MRS. MARY L. JULIAN.

READING. American Neighbors, pp. 1-324.

SPELLING. Reed's Word Lessons, *Oral*, pp. 1-131. Word Analysis, pp. 153-175. *Written*, 100 words a month from technical terms and course of study. *Dictionary*, whenever needed, and for, arrangement of letters, letter-spelling, syllabication, pronunciation, classification, definition, synonyms, origin, accent, derivatives, plural forms.

PENMANSHIP. Vertical, circular: principles, circumference, diameter, radius; capitals and small letters, two circles, one space and two space, lower quarter the connecting principle, circumference of circle.

GRAMMAR. Harvey's English, pp. 1-150 and pp. 190-193. Special attention to etymological classes, properties, declension, comparison, conjugation, relation of words, parsing, also clauses of sentences.

ARITHMETIC. Wentworth's Practical, pp. 1-190. Notation of integers and decimal fractions compared for likenesses and differences. Methods of expressing numbers, principles: kinds of numbers, definition of, composition and properties. Addition, subtraction, multiplication and division of simple numbers, decimal fractions, common fractions and compound numbers, same principle governs: difference and remainder in subtraction, partition and measurement in division: analysis emphasized: formulas to indicate processes; many written solutions: sub-classes of numbers studied and reductions, simple, improper, complex, compound fractions, decimal point, factoring, least common multiple, greatest common divisor, cancellation, decimal fractions and all their modifications, accuracy, neatness and rapidity insisted upon.

MUSIC. Whiting No. 4, pp. 31-75, under special teacher.

DRAWING. Two lessons a week of 20 minutes each under special teacher.

PHYSIOLOGY. Stowell's Essentials of Health; read the parts treating of bones, digestion, absorption, lungs, circulation, nervous system and special senses: questions answered; cleanliness, temperance in their broad sense studied and talked of.

SEWING; under direction of special teacher. Pupils supplied themselves with needles, thread, thimble, scissors, tape-measure, sewing box. Taught even basting, uneven basting, running stitch, back stitch, back-and-running stitch, overhand, overcast, hemming, cross and button-hole stitches. Many little articles made, quilt-blocks pieced; patching studied. A liking for the work resulted.

GEOGRAPHY. Harper's School, pp. 1-19, also, North America and Europe. Locations on the globe, relations to one another, boundaries coast-line, regularity, indentations, projections, Surface—mountains, plateaus, plains, lakes, rivers, islands. Climate. Inhabitants. Productions: animal, vegetable, mineral. Imports, exports. Political divisions and subdivisions, cities. Subject reinforced from American Neighbors. Maps drawn and read. Mathematical and astronomical definitions reviewed. Places mentioned in other lessons, located.

HISTORY. Exhaustive biography of Columbus; biographies of the Cabots, De Soto, Smith, Hudson, Standish, Williams, Penn, Oglethorpe, Baltimore, Franklin, Boone, Robertson, Sevier, Clark, La Salle, Joliet, Marquette, Hennepin, Washington, Jefferson, Jackson, Lincoln, Harrison, Wm. H.; Fulton, Morse, Field. Admission of states, territorial additions. Current news carefully discussed.

SECOND GRAMMAR—THIRD WARD—SEVENTH YEAR—B. G. JAMS.

READING. Modern Europe, pp. 1-300.

SPELLING. Reed's Word Lessons, pp. 1-131, pp. 153-175.

GRAMMAR. Harvey's English Etymology and Syntax, to p. 231.

HISTORY. Topical: all available texts. The Presidents.

PHYSIOLOGY. Stowell's Essentials of Health completed.

GEOGRAPHY. Harper's School. North America, South America, Europe, Asia, Africa, Australia.

ARITHMETIC. Saddler's Inductive, Part I. Percentage and applications from Cook & Cropsey's.

SEWING. Under direction of Special teacher.

MUSIC. Under direction of special teacher.

DRAWING. Under direction of special teacher.

MISCELLANEOUS READING Reference books only read in school. Pupils have done considerable outside reading in history and literature. Biographies prepared by nearly every one: Washington, Lincoln, Grant, etc. Selections from Irving, Longfellow, Whittier, Bryant, Poe, Emerson, Lowell and Holmes.

EXPLANATIONS. In reading attention paid to tones, position, pronunciation, enunciation, articulation, emphasis, punctuation, thought. Individual with some concert work. Difficult words spelled, pronounced, defined. Information side important; paraphrasing to an extent. Spelling oral with written reviews and tests. Words used in sentences. Syllabication, accent, noted; pronounced till familiar. In grammar definitions read then learned, sentences diagrammed then analyzed, words parsed. Every statement proved by references cited in book. History, Lewis's Topical Outline followed and notes freely taken. Corrections made. Questions and answers. The text in physiology used as a reader; facts fixed by oral and written reviews. Manikin used to determine location of organs. Geography. Maps drawn, questions answered: causes and effects of climate, soil, productions, races; continents compared. Arithmetic. Analysis given, definitions learned, rules gotten from knowledge of problems. Pupils understand but are not accurate. Made great effort to have each day's work seem as new as possible: thus reviewed with better results, more study by pupils. Credits and circles as incentives. Credits raised monthly standing: a specified standing promoted to A, or retained place there, a less standing sent to B. For praiseworthy work dismissed fifteen minutes early on Fridays.

NUMBER FOUR—UNGRADED—MISS MARY CONAWAY.

READING. Harper's Series. First, one pupil finished, two to Part II; Second, one class finished, second class half the book; Third, one class finished, other class to p. 237; Fourth, one class finished, other to p. 88.

HISTORY. *A Division*, Barnes to Civil War. *B Division*, Montgomery's to p. 39.

ARITHMETIC. *A Division*, Appleton's to p. 160. *B Division*, Appleton's to p. 106. *C Division*, Felter's to p. 81.

GEOGRAPHY. Barnes'. *B Division*, to p. 27 and review. *A Division*, to p. 54 and review.

GRAMMAR. Harvey' English to p. 167.

LANGUAGE. How to Write, How to Talk, lower classes no text book.

SPELLING. Sander's. *C Division* to p. 38. *B Division* to p. 78. *A Division* to p. 101. From Readers.

DRAWING. Under direction of special teacher, on the board and from objects.

MUSIC. Model Reader No. 2 to p. 30. Special teacher.

PHYSIOLOGY. Smith's Primer finished.

GENERAL EXERCISES. Opening with Bible reading, prayer and music. Others chiefly reading.

MISCELLANEOUS READING. Rip Van Winkle, Ice Maiden: corrected mistakes, spelled hard words and defined them; told what had been read.

SPECIAL TEACHERS.

DRAWING---MISS MARY LEAL.

First and Second Years. Simple blackboard studies in outline.

Third and Fourth Years. Simple spherical and cylindrical objects; as vase, bottle, cup, leaves, fruit, flowers, vegetables. Conventional designs on blackboard. Definitions.

Fifth Year. More complex cylindrical objects. Elementary perspective: railroad, telegraph poles. Designs from blackboard and casts. Definitions.

Sixth and Seventh Years. Review of difficult parts of previous work. Perspective: Difficult parts of the school rooms and other simple interiors, fence corners, tables, books, boxes. Groups of two objects. Designs from blackboards and casts.

SEWING---MISS ALICE E. DEMMON.

First Year. Work upon cards, pricking designs and outlining them with colored thread; position in sewing, threading the needle, making a knot, use of thimble and scissors, neatness and general care of work.

Second Year. Same as above. Different stitches on canvas and then upon muslin. Position of needle in running, basting, overhanding stitching, backstitching and hemming thoroughly taught; some training in gathering and putting on bands, and more advanced work.

General Plan for all grades below the high school has been: (1) Kindergarten cards; (2), Canvas work; (3), Tracing designs in running stitch; (4), Basting; (5), Overhanding; (6) Stitching; (7), Hemming; (8), Overcasting; (9), Making a small bag; (10), Gathering and putting on bands; (11), Making doll's apron; (12), Feather stitching; (13), Making small flannel skirt; (14), Making an apron. Sewing has been introduced into all grades below the high school. It has been impossible to grade the work properly since many of the children in the higher grades were as untrained in the use of the needle as were those in the first year.

THE HIGH SCHOOL.

With the opening of school in September, 1896, the eighth grade work was transferred to the high school. It was thought that the transition from grade work to secondary instruction could be made less abrupt; that elementary instruction in some secondary studies might be substituted for advanced work in the grade studies. To illustrate, pupils that know arithmetic fairly well as far as percentage can profitably study algebra and geometry and then go back to the arithmetic. So with grammar and with all the so-called common branches. So long as children thirteen and fourteen years of age, complete arithmetic, grammar, &c., that long will these boys and girls when a few years older

disappoint themselves and their friends when the ordinary tests of business life are applied to their qualifications for business conduct. In these and other respects the change has been satisfactory and helpful. This explanation is made that the following reports may be clearly understood.

SCIENCE—H. T. WILLSON.

CHEMISTRY. Freer's Elementary. Subject introduced this year: four recitation periods per week and four full hours (60 minutes) laboratory work per week for fourteen weeks. Laboratory practice Tuesday and Thursday two hours each day. 65 successful experiments performed, several of these consisted of minor experiments, these counted separately would make near 200 experiments. Laboratory has convenient desks with water and gas fixtures. Lack of apparatus prevented individual work in all cases. As a rule pupils worked in groups of two members. Apparatus the best of its kind, and very little failure in desired results. Chemistry is a foundation science touching closely all phases of every-day life, and our study directed to this end. Aims—to stimulate thought, habits of intelligent inquiry, some accurate knowledge of the elementary facts and principles of the science. Recognizing the value of training in the expression of thought, pupils were required to keep careful notes of each experiment and to talk freely concerning experiments, in the classroom. Interest and enthusiasm frequently kept pupils in the laboratory till dark.

PHYSICS. Followed chemistry and continued to the end of the year: five recitation periods of forty-five minutes each and two laboratory periods of two hours each per week. Appleton's text for general work and Shaw's for laboratory. So far as apparatus permitted experiments were made quantitative in character. Pupils encouraged to test statements of fact and to illustrate and verify laws and principles.

ZOOLOGY. Orton's Comparative and Colton's Practical. Fifteen studies of type forms and many partial studies. Time, fifteen weeks of four lessons (45 min.), and one full hour for laboratory work for other twenty-three weeks. Five lessons per week for twenty weeks were given to the text-work.

BOTANY. Gray's School and Field: much practical work in the fall term. Observations of germinating seeds and young plants, and conditions affecting their growth. Some collections of seeds made, (the school has a fairly complete collection of seeds commonly found in this vicinity). Spring work included the usual text and preparation of herbarium. Pupils prepared the usual and required 50 specimens although the spring was cold and backward. Note-books containing careful descriptions and drawings were a part of the herbarium.

PHYSICAL GEOGRAPHY. Guyot's Physical Geography. Fifteen weeks. Text followed closely. Some supplementary work on various phases of the subject dictated. Tarr's First Book, 20 weeks. In addition to text, pupils take daily observations of weather conditions, recording barometer record, temperature, difference of wet and dry bulbs of hygrometer, direction of wind, condition of sky, and prognostications of the Weather Bureau from the flags of the U. of I., and weather maps. Tables from the Weather Bureau enable students to determine dew-point, per cent. of aqueous saturation. These noted daily. Field work to observe the effect of streams and other agencies changing the land surface. These recorded in maps, charts, and in descriptions. A fair collection of minerals and fossils partly property of the school has been of great value. Some collecting in this line.

GEOGRAPHY. Eighth Grade. Natural Advanced, ten weeks. Had studied Harper's—reviewed and supplemented—much attention to mathematical geography—various problems illustrated by Bowsher's Tellurian. Heat and light conditions in different latitudes and seasons considered. Distribution of plant and animal life with the agencies that promote and hinder such distribution. Commercial and industrial geography emphasized. The text-books not being ready the publishers furnished us advanced sheets. The very excellent article on Illinois was furnished us in manuscript by its author, Prof. C. W. Rolfe.

PHYSIOLOGY. Hutchinson's Anatomy, Physiology and Hygiene. Manikin, charts, and some simple experiments in laboratory. Two classes—one twenty-six weeks of five recitation periods; the other twenty weeks. The former was an eighth grade class.

HISTORY DEPARTMENT—MISS H. G. CONAWAY.

U. S. HISTORY, Eighth Grade. Beginning with national period, completed the subject and reviewed. Every text that pupil could have access to used. Periods of discovery, exploration, settlement and inter-colonial wars carefully reviewed and important parts drilled upon. Three weeks to a review of the Revolution. Some of the text consulted were: Barnes', Montgomery's, Students', Ridpath's, Thomas', Willson's, Johnson's, Taylor's, Scott's, Swinton's, Fiske's.

GENERAL HISTORY. First Year. Quackenbos's completed with supplementary work from other authors.

SCRIPTURE HISTORY. Smith's Smaller Scripture History to Book III.

EGYPTIAN HISTORY. Second Year. Smith's Smaller History of the East to p. 132 with reference work.

GREEK HISTORY. Smith's Smaller History of Greece completed.

ROMAN HISTORY. Smith's Smaller History of Rome completed, supplemented with readings from Wilkin's Roman Antiquities and

Tighe's Roman Constitution. Much attention given to classical geography.

ENGLISH HISTORY. Senior Year. Morris's Class-Book of English History completed, supplemented with Smith's and Montgomery's. Biography prominent in all the history as well as map-drawing, notebook, records, etc.

CIVIL GOVERNMENT. Andrews' Manual of the Constitution completed. Tighe's Roman Constitution. Comparative Study of Roman, English and American institutions.

WORD ANALYSIS. Swinton's Completed.

SPELLING. Reed's Word Lessons completed. Lists selected from the history and other lessons; words used in sentences; an emphasized exercise.

MATHEMATICS—F. D. BOWDITCH.

ARITHMETIC. Wentworth's Practical. Percentage and applications, interest and related subjects, powers and roots, mensuration, measurements, &c.

COMMERCIAL ARITHMETIC. Thomson's completed.

ALGEBRA. Freshman I. Olney's School. Began at first of book and completed to radicals, some work in radicals, considerable work with the equation, much drill from other authors. II. Began with fractions and completed work. Junior. Began with equations, completed text and reviewed and finished the work February 1.

GEOMETRY. Olney's Plane. Seniors had three months' work last year, finished the work December 1. Solid—completed in three months. Juniors began with geometric drawing, finished 150 pp.

BOOK-KEEPING. Montgomery's completed. Six months' work.

TRIGONOMETRY. Wentworth's Plane Trigonometry.

ALGEBRA—EIGHTH GRADE—J. W. HAYS.

Olney, the text, but little used. Experimental: to determine how much algebra pupils of this grade and its attainments can comprehend. Notation a chief concern, addition, multiplication, division, factoring, simple equations of one and two unknown quantities, quadratic equations by factoring. All the drill problems in these subjects in Wentworth's, Milne's, Boyden's, and Knight's Elementary Algebras given and solved. Little attention to formal definitions. Giving contents to symbols and facility in using them as the foundation for future study.

LATIN AND GERMAN—MISS SOPHIE LEAL.

BEGINNING LATIN. Collar and Daniell's First Latin Book. Via Latina. Aim, grammatical knowledge, ability to translate accurately. Roman pronunciation. Drills in inflection, construction: rules of

syntax learned and applied. Attention to composition as a means of mastering the language. Long quantities of vowels marked: pupils mark without reference to rules but ultimately learn the rules—oral and written for facility in rules and forms. Three months for the *Via*, a connecting link between the First Book and *Cæsar*. Sight reading.

CÆSAR, four books. Allen and Greenough's also Allen and Greenough's Latin Grammar: grammatical drill, discipline and information, historic and geographical values. Pupils not only translate but read. Translate from hearing the Latin read. Some memorizing.

LATIN PROSE. Dictated. Moulton's Preparatory and Daniell's New. Based on *Cæsar* lessons.

CICERO. Allen and Greenough's: four orations against Catiline. Archias and the Manilian Law. To read with facility and enjoy the literature: grammar, history, and geography: sight reading; some memorizing.

VIRGIL. Greenough and Kittredge. *Æneid*, books I, II, III. Roman mythology, to study the *Æneid* as a great poem. Prosody and scansion practice in marking the measures, ictus, quantities, *cæsura*.

BEGINNING GERMAN. Collar's Shorter Eysenbach. Super's Elementary Reader. Supplementary—Geurber's *Marchen und Erzablungen*. Grammar: written and oral composition, reading of German, selections memorized. Second Year German. Super's Elementary Reader: Hillern's *Hoher als die Kirche*: Schiller's *Der Neffe als Onkel*. Supplementary—Geurber's *Marchen und Erzablungen*, Bernhardt's Composition and *Im Zivielicht*, Joynes-Meissner Reader, Tales from Hauff, Heyse's *L' Arrabbiata*. The supplementary is mostly individual: to have the pupil accurate and fluent in translation and appreciative of German literature. Oral and written compositions, selections memorized.

ENGLISH—MISS KETURAH E. SIM.

GRAMMAR. Harvey's English. Syntax—form and structure of simple, complex and compound sentences—classification of subordinate elements. Reed and Kellogg's diagrams. Sentences from Modern Europe, Sketch Book, and Lady of the Lake. Aim—to make pupils familiar with the structure of sentences and the syntactical relations of their component parts. Diagrams illustrated but did not supplant analysis. The entire book reviewed. Sets of questions covering all phases of the subject placed before the class and therein studied. Object to create interest and stimulate thought, to get an expression of opinion from every pupil, to have them feel that they were the ones to criticise and correct. Reward in the form of distinction a great incentive. Credits for each good recitation recorded on the board: later two leaders were appointed and they selected sides for competitive work,

leaders kept the records: reports called for and placed on board. Members of best standing in the two divisions competed. Eight from each held the match the last week.

COMPOSITION. Swinton's completed. One composition each week: subject assigned. Sometimes one subject, often a number with privilege of choosing. Object of written work—practice in expression, application of rules learned. Simple, every-day subjects with which pupils were familiar and in which interested, subjects of personal experience and observation. Correct spelling, punctuation, capitalization and paragraphs.

READING. Modern Europe, Lady of the Lake, Sketch Book. Correct pronunciation and expression—meanings of unfamiliar words—some spelling and diacritical marking—paraphrasing paragraphs—amplifying stories from: personal experience and other readings. In Lady of the Lake, something of its author, his likes, dislikes, books he wrote, his pecuniary rewards. Poetic measures, rhymes, obsolete and infrequent terms, difficult sentences, geography of, history suggested—opinions as to the author's descriptions, language, &c. Tried to awaken a love for poetic beauty, to lead the class into the spirit of the poem. Maps drawn, course marked out and retraced. Story of the poem. This was the general plan of the reading work.

LITERATURE. Brooke's Primer of English Literature, Richardson's Primer of American Literature. The more important authors, co-ordinate with English History. In connection with the sketch of an author's life, reading from his works. Special stress upon the literary criticism of the text-book. American literature co-ordinate with U. S. history, required and Miscellaneous Reading. Read and thoroughly studied Milton's Paradise Lost, Books I and II, Pope's Iliad, Books I and XXII, Coleridge's Ancient Mariner, Carlyle's Burns, Lowell's Sir Launfal, Macbeth and a part of Tennyson's Princess. In class and out: De Coverley Papers, Vicar of Wakefield, Southey's Nelson, Spencer's Philosophy of Style and selections from Wordsworth's Poems. Most of the class read the books prescribed for a credit in miscellaneous reading, two histories, two books of science, two volumes of essays, and four works of fiction. The general criticism of pupils was that the books to be read are "dry." Nearly all enjoyed fiction most and essays least: many felt that history and science were most instructive and a few thought fiction most helpful because they could enter more fully into the meaning and the spirit of the author. All were conscious of improvement in ability to express thought.

RHETORIC. D. J. Hill's Elements. A part of the Literature work. Two periods per week were given to rhetoric and three to literature. A. S. Hill's chapter on Argumentative Discourse dictated, copied in

note-book and recited. One composition each week. Subjects generally assigned, occasionally left to choice of pupils—for most part simple, requiring no abstract reasoning, the plan being to have attention center upon expression. Sketches and studies of characters studied in the readings occasionally assigned. Variety of expression and originality of thought solicited. Practice in narration, description, letters, invitations, applications, biography, autobiography, essay, arguments. Corrected and when time permitted read before the class and criticised.

NOTE. The text and the details of the English work have been changed to a considerable extent for the current year but the aims and general course of instruction are fairly shown in the foregoing. Like most schools we are groping for the studies English teaching should direct and the kinds of knowledge it should produce.—H.

SPECIAL TEACHERS AND INSTRUCTION.

DRAWING—MISS MARY LEAL.

FIRST YEAR. Review of type solids and modifications. Groups in outline. Perspective: difficult interiors and exteriors. Pen and ink sketches.

SECOND YEAR. Light and shade in pencil, charcoal, and pen and ink. Composition. Sketching from life.

SCIENTIFIC. Illustrations for physiology, botany and zoology from plates and objects. Illustrations of apparatus and experiments in physics. (One of the justifications for drawing in our schools is that it is an effective means of expressing thought. Hence the desire to have it appear as a factor in all kinds of study that profit from its use.)

MUSIC—M. W. MOORE.

EIGHTH YEAR. The Silver Star to p. 128.

FRESHMAN. Sovereign Wreath of Song to p. 156.

JUNIOR. Review of rudiments. Part I, Imperial Wreath of Song, consisting of hymns and chants for devotional exercises, Part II, consisting of patriotic songs, part songs and choruses. Studied principal anthems and choruses of Part III, giving considerable attention to the Hallelujah Chorus of the Messiah.

SENIOR. The music class of this year made up entirely of girls: music adapted to the class. The Treble Clef Choir.

STENOGRAPHY AND TYPEWRITING—MISS MARGARET J. SIDNER.

Classes number six high school pupils and thirteen specials.

HIGH SCHOOL CLASS. Manual completed February 24. It contains all the principles of the subject. Recitation periods 45 minutes per day. Lesson dictated several times and "read back" by pupils from notes and

stenographic outlines. Explained for next day. January 3d first business letter dictated without previous study. A large number of letters in different lines of business have been dictated and transcribed on the machine. Typewriting practice whenever pupil has a leisure hour from other work. Pupils graded daily on prepared lessons, incorrect words and outlines analyzed before recitation. *Reporter's Companion*, containing word signs, phrase writing, difficult dictation, will be completed April 7. The remainder of the year will be given to general instruction and dictation in law testimony, depositions, legal papers, commercial letters, &c. A test of speed March 29, showed the average number of words per minute as between sixty and seventy-five, no word omitted. Method: brief reporting style, phrase writing, contractions, word signs.

COOKERY—MISS ALICE E. DEMMON.

Instruction in cookery given only to pupils in the high school. Meaning of Domestic Economy in its broadest sense, composition of food stuffs, uses of food principles, reasons for cooking, preparation of various dishes. Practical work consisted of 1, How to make a fire and regulate the draft. 2, Cooking of cereals, 3, vegetables—white sauce. 4, Meat cookery, (a) boiling, (b) broiling, (c) roasting, (d) pan-broiling, 5, Batters, (a) popovers, (b) muffins, white and whole wheat. 6, Doughs. (a) baking-powder biscuit, (b) Swedish rolls, (c) bread, white and whole wheat. (d) cookies. 7, Simple desserts. 8, Frozen desserts. 9, Invalid dishes. Some hints upon care of the sick. Regular class work: 1, copying of recipes. 2, Questions and talk upon composition of materials used by class. 3, Directions for work. 4, Dishes prepared by pupils. 5, Utensils washed and put away. 6, Tables scrubbed and kitchen put in order. 7, Sink cleaned. 8, Dish towels washed. Aim—primarily educational and thoroughly practical: to bring the children into close relations with the activities of life, to teach them to observe, to use their hands, to form judgments, to give a training that will be helpful in their home life, to make them useful, sensible and independent.

(For the current year sewing is a part of the high school work and seventh grade girls are cooking.)

1899

BOARD OF EDUCATION.

President,	DR. J. E. WHITE.....	Term expires April, 1900
Secretary,	J. W. HAYS.....	Term expires April, 1900
Members	{ MRS. R. A. WEBBER..	Term expires April, 1900
	{ MRS. S. T. BUSEY....	Term expires April, 1900
	{ T. R. LEAL.....	Term expires April, 1901
	{ WM. I. SAFFELL.....	Term expires April, 1901
	{ FREDERICK PELL	Term expires April, 1902
	{ W. W. HUSS.....	Term expires April, 1902
Treasurer	.....	MISS MINNIE WEBER

STANDING COMMITTEES.

For the year ending April, 1900.

Finance.....	Mr. Saffell, Mrs. Busey, Mr. Leal
Buildings and Grounds...	Mr. Pell, Mr. Saffell, Mrs. Webber
Teachers.....	Mrs. Webber, Mr. Pell, Mr. Saffell
Text-Books and Course.....	Mr. Leal, Mrs. Busey, Mr. Huss
Visitation and Discipline..	Mrs. Busey, Mrs. Webber, Mr. Leal
Supplies.....	Mr. Huss, Mr. Pell, Mr. Leal

MEETINGS.

Annual.....	Wednesday after the election in April
Regular.....	First Friday of the month at 9 o'clock a. m.

SYNOPSIS OF RECORDS.

1899.—April 19. Board in annual session, also regular meeting of the month. Mr. Shuck reported repairs on Third ward smoke stack; the setting of twenty-one forest trees on High school lot at a cost of 50 cents each; the painting of the roof platform of High school, downspouts, etc.; furnace castings for same school. Mrs. Busey reported Treasurer's semi-annual report, showing receipts, \$8,795.17; expected receipt for year, \$21,195.17. Orders issued to date, \$12,634.85; to be issued, \$3,200.00; bond and interest to meet, \$2,000.00; expected disbursements, \$20,134.85. Mrs. Webber reported the schools in good condition, except as to attendance; large numbers are out because of the siege of diphtheria, mumps, scarlet-fever, measles, etc., of the past months. Visiting committee asked to report at next meeting upon the the teachers individually as to fitness and success. Mr. Leal, for special committee on printing report, reported accepting The Herald's bid of 90 cents per page, cuts of buildings to cost nothing. President White reported the minutes of the citizen's meeting of the 13th to nominate candidates for President and members. The issuing of orders for March salaries approved. Bills allowed, \$133.40. Secretary instructed to tell those teachers that had salaries reduced because of dismissing to attend Sousa concert, and without sufficient authority to dismiss, that the Board does not criticise their action in an unfriendly spirit and does not receive their criticisms in an unfriendly spirit, and that it is not in good taste for teachers to criticise one another or members of the Board in unguarded publicity. Mrs. Busey reported as to the election held Saturday (the 15th). 609 votes cast. Of these, for President, Dr. J. E. White received 330 and V. W. Shuck 271. Dr. White's majority, 59. For members, W. W. Huss had 524, Fred Pell 528, both being elected. The poll-book and ballots turned over to the Treasurer. She also reported that the district has no ballot-box. The Secretary instructed to have a ballot-box made. The Board for the ensuing year announced: President, Dr. J. E. White; Members, Mrs. S. T. Busey, Mrs. R. A. Webber, Messrs. W. W. Huss, T. R. Leal, Fred Pell, Wm. I. Saffell. Some very complimentary remarks were made by different members as to the efficient services and genial co-operation of the retiring member, V. W. Shuck. On motion adjourned.

Board called to order. Present, full Board. J. W. Hays elected Secretary with a salary of \$75. Secretary directed to write and send Mr. Shuck a fitting tribute in acknowledgment of his efficient services as a member of the Board for the past three years. President White announced chairmanships of standing committees. On motion adjourned.

MAY 12.—Present, full Board. G. E. Ashley, being present, gave his desire and plans for a vacation manual training school. Secretary instructed to write Mr. Ashley's references as to his standing and fitness. Secretary to notify Treasurer that none other than teachers' orders to draw interest. The status of G. W. Lippincott's family as residents called in question. \$25 voted as compensation for taking school census. Guy Spore chosen enumerator. Teachers given the afternoon of the 18th, and Friday after 9:30 a. m., to attend University and High School Conference. Hereafter regular meetings first Friday of the month. Committee on Teachers meets the 15th. Special meeting the 17th. Programme of closing exercises fixed. Friday, June 2d, Dinner for Board, by cooking school. Friday June 9th, Patrons' Day. Saturday, June 10th, Promotion Day. Tuesday, June 13th, Class-Day, High School building. Friday, June 16th, Commencement, Baptist church. A vote of thanks to Charles A. Kiler for the donation of a framed copy of Marshall Johnson's "Ironsides." Orders allowed, \$1,515.67. Mr. Bowditch and Miss Sidner given permission to use necessary rooms of High School building for a vacation school, provided they keep the rooms in good condition and cause the Board no expense. Mr. Ashley the same concession. Visiting committee reported upon each teacher separately. President White reported as to drawing, music and sewing. Standing committees named.

MAY 17.—Special session. Called to act upon report of committee on Teachers. Complimentary letter from H. T. Wilson, retiring Principal of High School. Bill of George W. Call for 12 tons coal allowed. Hereafter coal weight checks for all loads delivered to the several buildings to be left with Secretary. Report of committee on Teachers presented. Recommendations considered name by name. No recommendation as to teacher of science. Action as to teacher of drawing deferred. Report as amended adopted. Janitors employed.

MAY 18.—Special session, called by the President to hear report of committee on Teachers as to the professional standing of Miss Mary Campbell, and to transact any other business. Schools to open September 5th. The Secretary presented the blank form of Tender of Teacher's Office. Approved. Committee reported having interviewed the the County Superintendent and the University authorities. The Superintendent made a full statement of his impressions of Miss Campbell's work and qualifications. On motion Miss Campbell reemployed at \$45.00 per month.

JUNE 2.—Regular session. Mr. T. V. Taylor addressed the Board in explanation of Miss Gertrude Taylor's home troubles. Committee on Teachers given more time to investigate. Formal notice of election sent teachers was again approved individually by the Board. A compli-

mentary resolution praising the work and the professional growth of Principal H. T. Willson passed unanimously. Twenty-six acceptances of places as teachers reported. Mr. Ashley's references wrote very favorably. Credit card from the University presented. It accords the school 48½ credits; pronounced quite satisfactory. Bills paid amounting to \$56.60.

JUNE 3.—Special. Called to consider proper action in Miss Taylor's case. Mrs. and Miss Taylor addressed the Board. After full investigation and discussion Board decided no ground or cause for action on its part. Miss Weber's explanation of the financial relations of the Board and the First National Bank. Mr. J. G. Mosier elected teacher of science. Secretary directed to look up date and data for grading teachers' salaries and report at July meeting. Salaries for the month \$1,500.00.

JULY 7.—Regular. Mr. Beggs, representing the Werner School Book company, addressed the Board especially pressing the claims of DeGarmo's Language Series. I. N. Wade of the American Book company presented the merits of White's Algebra and the Baldwin readers. Action was left to the committee and the Superintendent. Mr. Pell reported ordering the necessary vacation repairs, Secretary to write for prices on furnace castings. Ruled that pupils of this district attending other schools will be allowed no more than the rates exacted from non-residents attending our schools—\$3.00 per month high school, \$1.25 grammar grades, \$1.00 primary. (These rates only on request and after due consideration.) Chemical laboratory not in presentable condition. Superintendent asked the privilege of testing DeGarmo's Language Book No. 2 in the fifth year for a year. Granted. Tuition receipts and expenditures (see tables). Secretary directed to leave any account for tuition unduly delinquent, with a collector. He reported that the records show no rulings in regard to gradation of teachers salaries, that this matter has been entirely in the discussion of the committee on teachers whose custom has been to give \$30.00 per month to an inexperienced beginner, to increase at the rate of \$2.50 per month for each year of successful teaching up to \$50.00 as the limit for grade teaching. When experienced teachers have been employed, the Board has fixed salaries as credentials and experience seem to warrant. The Board does not care to rule for subsequent conditions but now feels that \$45.00 should be the limit for grade teaching when the credential is a second grade certificate, and \$50.00 for first grade, high school positions, not included in this schedule. Secretary reported Misses Keturah E. Sim and Cassie A. Boggs entitled to the additional \$2.50 per month. So ordered. Desks for one room and coal for the year authorized. Miss Showers assigned to the 7th year work. County Superintendent Shawhan

granted the use of the high school building for the annual institute, commencing the 31st. Miss Mary Whitcomb's Magic Number Chart approved. Bills allowed \$266.03.

JULY 28.—Special. County Superintendent's circular concerning Directors' Day. President White to represent the Board. Letter from Misses Blaine and Cheever thanking the Board for granting them the use of a room last year for kindergarten purposes. Mr. Huss reported the purchase of fifty-six No. 2 desks single, at \$2.00 and fourteen rears at \$1.65. Mr. Pell reported a contract with J. M. Chase to paper assembly room (high school) \$44.50; contract with W. T. King, Chicago, for blackboards in assembly room and rooms Nos. 2 and 8 (high school) at seven cents per square foot, amounting to \$64.68; P. H. MaGirl's offer to furnish needed castings for Third ward furnaces for \$124.50. Mr. Huss presented bids for coal from B. F. Swartz, Z. T. Gensel, G. W. Call, Charles A. Besore. Mr. Pell stated that all these dealers had been told that each load must be weighed and a ticket sent therewith to the janitor to be handed the Secretary. Committee had decided that B. F. Swartz's bid of \$2.09 for Riverton lump was the best and cheapest and had given him the contract. Report accepted and contract confirmed. Mr. Saffell reported \$3,900.00 in the treasury and suggested that \$2,000 be invested in interest bearing orders, such as loan order. He as Chairman of the Finance Committee was authorized to make such purchase if orders can be obtained. The Finance Committee reported that the Board needs \$15,000.00 for educational purposes and \$3,000.00 for building purposes, for ensuing year. Authorized; certificate of levy filled and signed. Mr. Pell reported having engaged J. M. Chase to paper the three school rooms of the second story Third ward building; also No. Four as having been put into good condition. Miss Carolyn E. Busey employed for fourth year grade Third ward. Superintendent asked the privilege of trying White's algebra in classes commencing that study. Granted. Bills allowed, \$275.52.

AUGUST 19.—Special. To elect a teacher, etc. Full Board. Miss Campbell having resigned, committee had no recommendation as to drawing teacher; recommended that Miss Lloyd be transferred from No. Four to the third year Third ward, made vacant by Miss Boggs' resignation, and the employment of Miss Anna Carson for No. Four. These recommendations approved and the changes confirmed. Several applications for position of drawing teacher. The hiring was left to the committee, the Secretary being directed to write Miss Gaskell of Joliet. The Superintendent given a ten days' leave of absence.

SEPTEMBER 4.—Regular. Full Board. Miss Dunn's resignation presented. Mr. Leal moved that it be accepted, that the teachers be notified that the Board will not be treated in this manner hereafter

(having teachers resign on the eve of commencing school and without notice or consultation) and that Miss Dunn be censured for not complying with her contract. Carried. Mr. Ashley conceded a room for manual-training provided it bring no expense to the Board or interference with the school. Mr. Pell reported the Third ward building in good condition, the employment of George Vanmeter to mow No. Four lot and put it into shape for school. Mr. Saffell presented the yearly financial reports (see tables). He had found no loan orders for sale. Mr. Pell reported Miss Blaine's request to use the east room of the old church building for kindergarten purposes. Granted with the provision that it does not interfere with the school or bring any expense to the Board. Superintendent at Miss Leal's request ask the privilege of trying Lowe and Ewing's Caesar in class work-this year. Granted. Mr. Pasal called before the Board to accept or decline janitorship. He accepted. Some of the teachers slow in getting certificates. Mrs. Webber reported that the Committee on Teachers recommend Miss Cornelia I. Gaskell, of Joliet, as teacher and supervisor of drawing. President White declared this action final. Mrs. Webber reported that her committee had no recommendation for the vacancy caused by Miss Dunn's resignation, but left the selection to the Board. On motion Miss Anna Carson was employed for said school, and Miss Frances Marquette of Philo was hired for No. Four. The Committee on Teachers was directed to fill any vacancies that may arise in the teaching force and demand prompt action. Orders issued, \$702.85.

OCTOBER 9.—Regular. Full Board except Mr. Pell present. Applications filed. Mr. Huss reported the placing of window shades in No. Four and Third ward; the purchase of a Bausch & Lomb microscope, two new stoves. Mrs. Busey reported the visiting of the schools, nothing special to say about them, not fair to estimate the work of new teachers from the observations of one visit. Some parents persist in trying to send children under age; had told the teachers the state law is plain and explicit. Mr. W. M. Kelso, manager of the Monahan Anti-septic company, addressed the Board in the interest of his disinfectant. Committee on Supplies with the President, *ex-officio*, directed to investigate. Mrs. Webber thinks the schools have opened with better interest than usual. Teachers so report. Secretary reported as to certificates, showing two life, one five-year, ten first grade, fourteen second grade, and two special. Mr. Saffel stated that Miss Taylor has received a first grade since hired in June, and asked whether she is entitled to the customary raise of \$2.50. In the resulting discussion, it developed that the Board thinks a final adjustment of salaries should be made just before school opens, thus enabling teachers to profit from vacation study. The increase was voted. The employment of a truant officer ordered, and committee on supplies directed to do so. President White stated that

Judge Cunningham desires to have the children of the Deaconess's Home admitted to the city schools; that he would give a site and donate further to the amount of \$100. Committee on Buildings and Grounds authorized to investigate as to the advisability of providing school facilities for the children of the Home and the adjacent territory of the district. Bills allowed, \$2,277.03.

NOVEMBER 3.—Regular. Full Board. Mr. Newby, of Butler, Sheldon & Co., addressed the Board, especially dwelling upon vertical penmanship. A discussion followed his retirement. Mrs. Julian and Miss Conaway, being called, spoke highly of the system now in use (Southworth). Mr. Leal moved that vertical penmanship be adopted as the standard. This does not compel a fair penman of slant writing to change; teachers are to be capable of giving instruction in vertical. The expressed wishes of parents are to be respected so far as the interests of the schools will permit; teachers are excused from formal instruction in slant writing. Adopted. Committee on Course to meet with teachers and consult as to the best system for the schools. Mr. Saffell reported that current expenses have used so much of the surplus that a bond purchase is out of the question. Mr. Huss reported the employment of J. W. Herriott as truant officer. Mr. Pell suggested the propriety of filling west end of high school lot. Was authorized to do so. Some complaints about bringing dinners to school. The rule is all right, but sometimes unwisely enforced. Board does not approve of collecting money from pupils for school extras. Contributions from pupils are scarcely ever permissible. Secretary directed to collect tuition of G. W. Lippincott for years ending June 30, 1898 and 1899. A proposition to place telephones in the buildings was presented. Board adjourned to visit laboratories and kitchen. Bills allowed, \$1,648.09.

DECEMBER 5.—Full Board present. G. W. Lippincott claims residence. Finance committee empowered to collect tuition of him. Art department of the Woman's Club presented a handsome painting, the work of Mrs. T. J. Colvin. Secretary directed to make suitable reply conveying thanks of the Board, and expressing the hope of other similar donations. Second Ward building insured. Holiday vacation December 22 to January 3. Mrs. Webber chosen to represent the Board at the State Teachers' Association, Springfield, December 26-28. Petition by 115 high school pupils to hold evening sessions of the literary society instead of afternoon sessions, tabled. Senior and junior boys requested a room for gymnasium purposes. Committee on Buildings authorized to determine whether or not a room can be furnished. Board pleased with the bearing and addresses of the school representatives presenting these petitions. Orders issued, \$1,795.92.

SUMMARIES OF TREASURER'S REPORTS.

(These reports are fully itemized, have been approved, and are on file in the Seretary's office).

RECEIPTS.

From revenue of 1897.....	\$2,972 71	
From apportionment (State).....	1,150 44	
From revenue of 1898.....	16,321 57	
From balance last year.....	722 46	\$21,167 18

EXPENDITURES.

For current expenses (see below).....	\$16,257 78	
For interest coupons, issue of 1896.....	1,002 50	
Balance in treasury	3,906 90	\$21,167 18

EXPENDITURES CLASSIFIED.

Teachers' salaries.....	\$12,790 29	
Janitors' salaries	1,229 93	
Apparatus and permanent fixtures.....	688 12	
Coal	595 50	
Repairs, material and labor	358 75	
Supplies	130 77	
Interest current expenses	117 76	
Secretary	75 00	
Insurance	61 00	
Tuition No. 6.....	47 90	
Legal services.....	25 00	
Scavenger work.....	10 50	
Printing	2 25	
Outstanding (unpaid \$100.53) paid	125 00	\$16,257 78

FINANCIAL CONDITION OF DISTRICT.

ASSETS.

Cash	\$3,906 90	\$3,906 90
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LIABILITIES.

Non-interest bearing bonds, issue of 1882.....	\$3,000 00	
Interest-bearing bonds, issue of 1882	3,000 00	
Issue of 1896, 5 per cent bonds.....	20,000 00	\$26,000 00

ESTIMATED REVENUE FOR 1899-1900.

Apportionment	\$1,150 00	
Levy for educational purposes.....	15,000 00	
Levy for building purposes.....	3,000 00	\$19,150 00

SUMMARY OF TUITION ACCOUNT.

Due prior to July 1, 1898	\$107 04		
Due since July 1, 1896.....	649 00		756 04
Collected of the \$107.04.....	44 00		
Collected of the \$649.00.....	523 75	\$567 75	
Unpaid July 1, 1899 of the \$107.04	63 04		
Unpaid July 1, 1899 of the \$649.00	125 25	188 29	756 04
Collected since July 1, 1899.....	73 25		

RECEIPTS CLASSIFIED.

Balance per last report, July 1, 1898.....	\$146 37	
Tuition, '97-'98	44 00	
Tuition, '98-'99	523 75	
Entertainment—one-half proceeds.....	59 00	
Donation for gas fixtures.....	32 90	
Laboratory fees and breakages	21 20	
Damages collected.....	14 28	
Paper sold	11 17	
Other supplies sold	10 35	\$863 02

EXPENDITURES CLASSIFIED.

Supplies other than for laboratory and kitchen.....	\$112 78	
Supplies for laboratory	145 39	
Supplies for kitchen	101 55	
Books for reference and libraries.....	109 87	
Books for indigent children	19 68	
Stationery	66 38	
Apparatus.....	40 55	
Gas	35 05	
Commencement expenses.....	30 78	
Extra labor.....	24 05	
Expressage, freight, drayage and exchange	18 20	
Gas fixtures donated.....	32 90	
Postage	8 14	
Repairs	4 00	
Balance, July 1, 1899.....	113 70	\$863 02

APPROPRIATED FOR PURCHASE SUPPLIES, BOOKS, ETC.

	Receipts.	Expenditures.
1877-1898 inclusive (see page 9).....	\$7,617 46	\$7,471 09
1899.....	716 65	749 32
Balance, July 1, 1899.....		113 70
	<u>\$8,334 11</u>	<u>\$8,334 11</u>

TEACHERS, 1898-1899.

Names.	Experience.		Position.	Monthly Salary.	Amount Paid.	Out-standing
	Total	Here				
High School—					\$ 125 00	
J. W. Hays	31 Yrs	27 Yrs	Superintendent	\$ 125 00	1,500 00	
H. T. Willson	16 Yrs	8 Yrs	Principal H. S.	75 00	675 00	
F. D. Bowditch	11 Yrs	6 Yrs	Mathematics	50 00	450 00	
M. W. Moore	18 Yrs	7 Yrs	Super. of Music	60 00	540 00	
Miss Hortense Conaway	14 Yrs	8 Yrs	Asst. Principal.	55 00	495 00	
Miss Sophie Leal	3 Yrs	2 Yrs	Latin, German.	42 50	382 50	
Miss Keturah E. Sim	4 Yrs	4 Yrs	Rhet & English	42 50	365 20	
Miss Mary Campbell		1 Yr	Supr. of Drwng.	40 00	338 81	
Miss Alice E. Demmon	4 Yrs	2 Yrs	Domestic Sci.	50 00	450 00	
Miss Margaret Sidner		2 Yrs	Typewtng, Sten.			
Mrs. Mary L. Julian	33 Yrs	23 Yrs	Sixth Year	50 00	450 00	
Third Ward—						
B. G. Ijams	9 Yrs	5 Yrs	Prin., 7th Year.	50 00	448 75	
Miss Mamie McCoy			Sixth Year	45 00	403 88	
Miss Gertrude Taylor	6 Yrs	4 Yrs	Fifth Year	42 50	381 44	
Miss Ella Glasco	21 Yrs	3 Yrs	Fifth Year	47 50	427 50	
Miss Metta M. Showers	12 Yrs	5 Yrs	Fourth Year	47 50	380 00	\$ 47 50
Miss Ida Weber	10 Yrs	8 Yrs	Fourth Year	50 00	448 75	
Miss Cassie A. Boggs	5 Yrs	4 Yrs	Third Year	40 00	360 00	
Miss Ella M. Dunn	5 Yrs	2 Yrs	Second Year	40 00	359 00	
Miss Ellen M. Shuck	1 Yr	1 Yr	First Year	35 00	314 13	
Second Ward—						
George O. Gordon		1 Yr	Prin., 4th Year.	50 00	447 83	
Miss Jennie Vanderveer	13 Yrs	11 Yrs	Third Year	50 00	450 00	
Miss Annie McClain	9 Yrs	9 Yrs	Second Year	50 00	450 00	
Miss Belle Barr	4 Yrs	3 Yrs	First Year	37 50	337 50	
Fourth Ward—						
John L. Hisson	9 Yrs	2 Yrs	Prin., 4th Year.	47 50	427 50	
Miss Jessie A. Hess	15 Yrs	8 Yrs	Third Year	50 00	450 00	
Miss Margaret Fenner		1 Yr	Second Year	45 00	405 00	
Miss Alice V. Lemon	5 Yrs	3 Yrs	First Year	37 50	337 50	
Number Four—						
Miss Jessie C. Lloyd		1 Yr	Ungraded	35 00	315 00	
Janitors—						
James A. Hays		15 Yrs	3rd—4th Wards.	55 00	615 00	
Albert Richter					40 00	
E. C. Pasal		1 Yr	H. S.—2d Wards	55 00	574 93	
Total				\$ 1,500 00	\$14 145 22	\$ 47 50

Last year, 1897-1898 \$12,833 20

Increase over last year, one teacher 1,312 02

Three teachers hold life certificates, ten hold first grade certificates, thirteen second grade and two special.

CENSUS RETURNS OF 1898.

(See page 11).

GENERAL STATISTICS.

Number of males enrolled	600	
Number of females enrolled	620	
Total enrollment		1220
Number of males in average daily attendance	443.3	
Number of females in average daily attendance	462.3	
Total in average daily attendance		905.6

Per cent. of male school population enrolled—census of 1898.....	80.6	
Per cent. of female school population enrolled.....	78.6	
Per cent. of total school population enrolled.....		79.6
Per cent. of male school population in average daily attendance	59.6	
Per cent. of female school population in average daily attendance	58.6	
Per cent. of total school population in average daily attendance		59.1
Per cent. of average monthly enrollment in average daily attendance		88.1
Number of male non-resident pupils.....	15	
Number of female non-resident pupils	22	
Total number of non-resident pupils.....		37
Number of months schools were in session (9 each)....		180
Number of days schools were in session.....	186	
Number of days schools were in vacation.....	10	
Total number of school days in school year.....		196
Grand total number of days' attendance.....		168,441
Number of months taught by male teachers.....	63	
Number of months taught by female teachers.....	198	
Total number of months taught		261
Number of male teachers	7	
Number of female teachers.....	22	
Total number of teachers.....		29
School houses—brick, 5; frame, 2; total		7
Number of departments (separate schools—not rooms),		20
Number of school rooms (session, recitation, etc.) in use		31
Average number of pupils per enrollment for each teacher (excluding special teachers).....		51
Average number of pupils per average daily attendance for each teacher (excluding special teachers).....		37.7
Average number of pupils per enrollment in graded schools as above.....		52.1
Average number of pupils per average daily attendance in graded schools as above		38.6
Number of schools—graded, 19; ungraded, 1; total....		20
Highest monthly wages paid male teachers (excluding superintendent).....		\$75.00
Lowest monthly wages paid male teachers.....		47.50
Average monthly wages paid male teachers (excluding superintendent).....		55.42

Highest monthly wages paid female teachers.....	55.00
Lowest monthly wages paid female teachers.....	35.00
Average monthly wages paid female teachers.....	44.40
Cost per capita per enrollment for tuition including salaries of special teachers, janitors, truant officer, etc., fairly ap- portioned.....	<div> <div>Grades</div> <div>High School</div> <div>School.</div> </div> <div> <div>9.45</div> <div>22.61</div> <div>11.38</div> </div>
Cost per capita per average daily attend- ance as above	<div> <div>Grades</div> <div>High School</div> <div>School</div> </div> <div> <div>12.98</div> <div>30.55</div> <div>15.59</div> </div>
Cost per capita per enrollment—total expenses, includ- ing interest on bonded debt	13.91
Cost per capita per average ^e daily attendance, total as above	19.06
Highest monthly enrollment, September.....	1076
Lowest monthly enrollment, May	937
Pupils not in any school before this year—boys, 51; girls, 53; total	104
Pupils not in our schools before this year—boys, 133; girls, 132; total	265

ENROLLMENTS, 1898-1899.

Summaries	
No. Four, Miss Lloyd.....	7
First Year, Second Ward, Miss Barr	41
First Year, Third Ward, Miss Shuck	35
First Year, Fourth Ward, Miss Lemon. .	30
Second Year, Second Ward, Miss McClain.	38
Second Year, Third Ward, Miss Dunn....	76
Second Year, Fourth Ward, Miss Fennel.	22
Third Year, 2d Ward, Miss Vanderveer...	53
Third Year, Third Ward, Miss Bogs.....	54
Third Year, Fourth Ward, Miss Hess....	55
Fourth Year, Second Ward, Miss Gordon.	56
Fourth Year, Third Ward, Miss Weber...	52
Fourth Year, Third Ward, Miss Showers.	52
Fourth Year, Fourth Ward, Mr. Hissong.	51
Fifth Year, Miss Glasco.....	60
Fifth Year, Miss Taylor.....	58
Sixth Year, Miss McCoy.....	55
Sixth Year, Mrs. Julian.....	45
Seventh Year, Mr. Hams	56
High School.....	199

Total enrollments.....	{ Boys..	00	26	23	20	32	27	30	33	29	30	21	27	25	25	29	31	35	30	41	7	611	
		{ Girls..	109	26	23	25	24	31	21	27	27	22	31	32	28	29	27	34	38	26	35	15	630
			{ Both..	199	52	46	45	56	58	51	60	56	52	52	59	53	54	56	65	73	56	76	22	1241

Names counted more than once	{ Boys....	11	
		{ Girls....	10
			{ Both....	21
Net enrollment.....	{ Boys....	600	
		{ Girls....	620
			{ Both....	1220
Increase from 1897-1899.....		32	

SUMMARY OF DEPARTMENT REPORTS.

Items.		September.	October . .	November .	December .	January . .	February .	March	April	May	Summary..
Enrolled during year	{ Boys Girls Both	519 557 1076	529 565 1094	545 580 1125	571 590 1161	590 594 1184	597 605 1202	604 620 1224	609 627 1236	611 630 1241	611 630 1241
Enrolled during month	{ Boys Girls Both	519 557 1076	511 550 1061	510 532 1042	525 531 1056	519 520 1039	510 515 1025	500 527 1027	476 511 987	446 491 937	501.8 526.0 1027.8
Average daily attendance	{ Boys Girls Both	471.8 510.3 982.1	462.9 494.3 957.2	452.1 471.1 924.0	452.3 454.2 906.5	444.4 437 881.4	447.9 443.8 891.7	434.0 449.0 883.0	416.8 451.4 868.2	407.8 448.8 856.6	443.3 462.3 905.6
Per cent. average daily attendance per month	{ Boys Girls Both	90.9 91.6 91.3	90.6 89.9 90.2	88.7 88.7 88.7	86.1 85.5 85.8	85.6 84.0 84.8	87.8 86.2 87.0	86.4 85.2 86.0	87.6 88.3 88.0	91.4 91.4 91.4	88.3 87.9 88.1
Number of tardinesses	{ Boys Girls Both	31 44 75	38 29 62	29 26 55	31 28 59	36 22 58	22 14 36	32 24 56	25 14 39	34 23 57	278 224 502
Number neither tardy nor absent	{ Boys Girls Both	255 288 443	218 250 568	238 238 476	177 189 366	173 133 306	185 181 366	177 172 349	134 153 287	159 164 323	190.7 196.4 387.1
Number of truantcies	{ Boys Girls Both	22 0 22	7 0 7	3 0 3	7 0 7	3 0 3	24 0 24	2 0 2	16 0 16	16 0 16	100 0 100
Number of half days lost by sickness	{ Boys Girls Both	510 622 1132	1045 1298 2343	777 1203 1980	874 1366 2240	1517 2106 3623	1345 1687 3032	1302 1964 3266	1166 1326 2482	663 755 1498	9199 12327 21526

Reported sickness reduced our average daily attendance 57.3, an increase over last year of 15.3. The schools were sadly afflicted last year; scarlet fever, diphtheria, measles, and whooping cough raged from about November 1 until near the close of the year, fortunately in mild forms.

INSTRUCTION.

[illegible]

COMPARATIVE AGES, JUNE, 1899.

Departments.	Boys.		Girls.		Both.	
	Years ..	Months.	Years ..	Months.	Years ..	Months
High School (including eighth grade).....	16	9.8	16	9.5	16	9.6
Seventh grade	14	7.4	14	11.6	14	9.4
Sixth grade, Mrs. Julian	13	4.6	14	2.7	13	9.5
Sixth grade, Miss McCoy.....	14	1.0	14	.2	14	.5
Fifth grade, Miss Tayler.....	13	7.2	12	11.0	13	4.0
Fifth grade, Miss Glasco	13	5.0	12	8.7	13	.6
Fourth grade, Mr. Hissong.....	12	3.0	11	6.1	11	11.1
Fourth grade, Miss Showers.....	12	2.0	11	6.0	11	10.3
Fourth grade, Miss Weber.....	12	5.3	11	10.8	12	2.0
Fourth grade, Mr. Gordon.....	11	9.8	11	1.4	11	5.9
Third Grade, Miss Hess.....	9	7.4	9	11.6	9	10.3
Third grade, Miss Boggs.....	10	.8	10	3.3	10	2.1
Third grade, Miss Vanderveer.....	10	7.5	10	.4	10	2.9
Second grade, Miss Fenner	9	4.7	9	.0	9	2.0
Second grade, Miss Dunn	8	4.2	8	10.8	8	7.4
Second grade, Miss McClain	9	3.2	9	2.9	9	3.0
First grade, Miss Lemon.....	7	4.4	7	5.1	7	4.6
First grade, Miss Shuck.....	7	4.5	7	6.0	7	5.2
First grade, Miss Barr	7	3.3	7	3.5	7	3.4
Number Four, Miss Lloyd	11	7.7	9	8.0	10	4.0
The school.....	11	7.5	11	6.7	11	7.1

Pupils Never Enrolled in Our Schools Before This Year.

	Boys	Girls	Both
High School.....	20	25	45
Seventh year.....	2	3	5
Sixth year, Mrs. Julian.....	0	1	1
Sixth year, Miss McCoy.....	3	3	6
Fifth year, Miss Taylor	2	0	2
Fifth year, Miss Glasco.....	2	2	4
Fourth year, Miss Showers	4	2	6
Fourth year, Miss Weber.....	5	2	7
Fourth year, Mr. Hissong.....	5	0	5
Fourth year, Mr. Gordon.....	9	5	14
Third year, Miss Boggs.....	3	4	7
Third year, Miss Vanderveer	4	3	7
Third year, Miss Hess.....	1	3	4
Second year, Miss Dunn	5	5	10
Second year, Miss McClain.....	2	5	7
Second year, Miss Fenner.....	7	5	12
First year, Miss Shuck	16	10	26
First year, Miss Barr.....	22	22	44
First year, Miss Lemon	19	30	49
Number Four, Miss Lloyd	2	2	4
Totals.....	133	132	265

NEVER ATTENDED ANY SCHOOL.

	Boys	Girls	Both
Miss Lloyd.....	..	2	2
Miss Dunn	2	3	5
Miss Shuck.....	16	9	25
Miss Barr	14	13	27
Miss Lemon.....	17	26	43
Totals	40	53	102

NUMBER OF PUPILS OF THE SEVERAL YEARS OF SCHOOL AGE

	High School.....	Seventh Year.....	Sixth Year, Mrs. Julian.....	Sixth Year, Miss McCoy.....	Fifth Year, Miss Glasco.....	Fourth Year, Mr. Hissong.....	Fourth Year, Miss Showers.....	Fourth Year, Miss Weber.....	Fourth Year, Mr. Jordan.....	Third Year, Miss Hess.....	Third Year, Miss Boggs.....	Third Year, Miss Vanderveet.....	Second Year, Miss Fenner.....	Second Year, Miss Dunn.....	Second Year, Miss McClain.....	First Year, Miss Lemon.....	First Year, Miss Shuck.....	First Year, Miss Barr.....	Number Four, Miss Lloyd.....			
21 years of age and more	Boys..	1																	1			
	Girls..	1																	1			
Between 20 years and 21..	Boys..	0																	0			
	Girls..	0																	7			
Between 19 years and 20..	Boys..	4																	4			
	Girls..	7																	7			
Between 18 years and 19..	Boys..	14																	14			
	Girls..	11		1															12			
Between 17 years and 18..	Boys..	21	1	1	1														24			
	Girls..	26	1	1															28			
Between 16 years and 17..	Boys..	22	2	1	2			1										1	29			
	Girls..	26	3	1						1									31			
Between 15 years and 16..	Boys..	14	9	1	3	2	2	3	1	1									36			
	Girls..	25	4	5	2	2	3								1				43			
Between 14 years and 15..	Boys..	6	5	6	7	8	7		5	3	3		1	1					54			
	Girls..	6	9	4	11	2	1	1					1		1				38			
Between 13 years and 14..	Boys..	2	8	10	7	4	8	7	3	4						1			58			
	Girls..	1	5	11	5	8	5	1	4	5	4	1	2						53			
Between 12 years and 13..	Boys..		1	6	2	9	7	8	1	6	2		1	1	1				45			
	Girls..			1	5	8	14	6	3	4	2		2	1	1				49			
Between 11 years and 12..	Boys..				1	4	3	6	11	8	7		2	5	2	2	1		54			
	Girls..			1		1	2	5	6	7	13	6	1	3		1			48			
Between 10 years and 11..	Boys..					1	1	5	7	4	7	6	8	13	5	2	5	1	64			
	Girls..						2	1	6	10	3	7	8	10	10	4	4	7	3	77		
Between 9 years and 10..	Boys..							2	2		3	7	9	3	7	5	6		47			
	Girls..							1	2	1	4	14	10	11	3	7	7	6	2	72		
Between 8 years and 9 ...	Boys..										1	6	3	7	11	11	10	7	7	54		
	Girls..									1	5	4	4	8	11	8	8	3	4	69		
Between 7 years and 8 ...	Boys..											1			2	11	5	12	10	62		
	Girls..											1		11	4	8	8	12	10	63		
Between 6 years and 7 ...	Boys..															15	11	13		30		
	Girls..															15	8	11	4	38		
Unclassified (Special and not reported).....	Boys..	6						1	3	3	6			1	1				22			
	Girls..	7	2	1		2						1			2				16			
Totals	Boys..	90	26	23	20	32	27	30	33	29	30	21	27	26	25	29	31	38	30	41	9	617
	Girls..	109	26	23	26	24	31	21	27	27	24	31	32	28	29	27	34	38	26	35	17	635
		199	52	46	46	56	58	51	60	56	54	52	59	54	54	56	65	76	56	76	26	1252

RECORD OF THE GRADUATING CLASS.

Studies.	Mary Louise Allen.....	Alice Etta Burroughs.....	Minnie Pierce Franklin.....	Marjorie Campbell Holderman.....	Mae Woodruff Hubbard.....	Adelia Alberta Renfrew.....	Elizabeth Susan Webber....	Homer Ealey.....	Alexander Garfield Jackson	Claude Clark Judy.....	John Ezra Rice.....
Reading	91	93	87	97	87	86	89	88	85	89	89
Spelling	90	88	95	80	94	89	83	90	92	90	85
Word analysis.....	87	76	80	89	81	77	84	83	94	87	81
Penmanship.....	90	90	88	80	88	83	85	81	82	87	79
English grammar..	83	85	75	92	75	73	78	83	76	88	81
Eng. composition..	85	74	76	76	83	70	78	71	73	73	73
Geography	86	79	71	83	80	77	78	88	81	90	82
Arithmetic	78	70	82	82	75	72	78	82	76	91	83
Geom. drawing	83	77	78	83	75	71	87	90	99	93	97
Object drawing	90	80	85	88	96	90	90	94	78	95	90
Crayon drawing ....	..	..	..	94	..	..	84	..	80	90	85
Book-keeping	95	80	75	81	75	86	79	98	91	93	89
U. S. history.....	85	78	71	83	78	71	75	87	70	93	88
Rhetoric	86	76	75	89	80	82	84	84	82	97	79
English literature..	93	80	72	88	84	88	84	92	78	85	79
Am. literature	84	79	79	88	82	84	84	85	82	89	83
Latin lessons.....	96	88	91	73	86	79	70	94	97	88	85
Latin prose.....	86	73	70	71	70	73	70	70	66	81	..
Caesar	88	71	74	81	72	73	82	86	72	82	70
Cicero.....	88	70	76	79	76	76	72	78	71	75	..
Virgil	92	..	..	73	..	..	71	83	70	..	..
Phys. geography...	78	72	76	75	81	87	78	87	73	83	79
Botany	90	85	80	79	88	85	72	89	79	88	88
Physiology	82	80	76	76	80	86	70	87	87	88	89
Zoölogy	86	73	75	75	79	77	85	88	84	84	88
Physics	77	73	75	77	76	82	74	83	79	80	70
Algebra	89	76	73	78	73	85	84	89	79	78	80
Plane geometry	77	75	71	80	75	71	74	94	90	80	86
Solid geometry.....	73	71	70	81	72	71	79	81	84	84	84
Trigonometry .....	..	..	..	..	..	..	70	86	79	..	..
Civil government..	84	78	73	83	77	76	80	84	75	82	77
General history	97	97	75	88	76	73	75	92	71	90	74
History of the East	86	69	70	78	75	73	75	93	75	83	75
History of Greece..	89	..	72	88	81	76	83	90	77	90	74
History of England	88	70	71	81	73	77	75	83	..	75	..
Scripture history ..	91	70	..	71	83	71	70	92	..	89	76
German I.....	..	..	..	..	..	..	95	..	..	..	..
History of Rome...	90	..	..	87	89	75	80	92	71	87	73
Vocal music	94	80	96	70	90	89	97	97	87	92	95
Cookery .....	..	94	..	97	88	94	97	..	..	..	..
Chemistry	84	74	76	85	86	89	73	87	81	88	72
Stenography .....	..	..	..	96	..	..	97	..	..	..	..
German II.....	..	..	..	..	..	..	80	..	..	..	..
Credential	Dip	Dip	Dip	Dip	Dip	Dip	Dip	Dip	Dip	Dip	Dip
Age	18-6	19-7	17-6	18-1	18-9	19-4	17-9	19-2	18-8	17-7	18-3

COMMENCEMENT PROGRAMME.

FIRST BAPTIST CHURCH, FRIDAY EVENING, JUNE 16, 1899.

- Music.....March
 Invocation.....Rev. J. W. Miller
 Salutory and Oration—The Light of the WorldMae Allen
 Oration—Companionship.....John Rice
 Oration—Whom Shall I Respect?.....Adelia Renfrew
 Music.
 Oration—The Hand.....Claude Judy
 Oration—Some Profits From School Attendance.....Minnie Franklin
 Oration—The Schools of Fifty Years AgoMarjorie Holderman
 Oration—The Cost of Liberty.....Mae Hubbard
 Music.
 Oration—Wild OatsGarfield Jackson
 Oration—Practical Knowledge.....Elizabeth Webber
 Oration and Valedictory—The object of StudyHomer Ealey
 Music.
 Presentation of Diplomas....Dr. J. E. White, Pres't Board of Education
 Dismissal.

WORK DONE.

FIRST YEAR, SECOND WARD. MISS BELLE BARR.

Reading—Introductory work. Harper's First Reader completed. Era, Home, and Columbian First Readers for supplemental. *Arithmetic*—Numbers Illustrated, to page 87. *Language*—Stories, pictures, conversations, sentences, use of is and are, asking sentences, nouns, singular and plural forms of nouns, stories reproduced. *Physiology*—Foods, kinds of, digestion, stomach, etc.; Stowell's Primer the guide. *Penmanship*—Vertical, small letters, words, words and sentences on slates and and paper. *Drawing*—Under direction of special teacher. *Music*—Scale, "America" by rote, scale practices, rote songs, skips; Model Primer to page 50. *Sewing*—Materials distributed, lines pricked on cards, threading of tapestry needles, pricked lines outlined with thread, card designs outlined with colored threads, etc. For other details, see pg. 21.

FIRST YEAR, THIRD WARD. MISS ELLA M. SHUCK.

Reading—Words of first 60 pages of Reader taught orally, phrases and sentences. Harper's First Reader completed. Columbian, New Era and Home supplemental. *Arithmetic*—Figures, counting, signs, etc., introductory; Numbers Illustrated to page 115. *Language*—Nouns, com-

mon, proper; describing words; asking, telling and surprise sentences; vowels, consonants; compound words, hyphen; action words; comma, syllable, singular and plural forms; quotation marks; is, are, have, has, this, that, was, were, stories reproduced, stories of Washington, Lincoln. *Physiology*—Primer, first 55 pages; conversation. *Penmanship*—Vertical, small letters based on the circle and independent of it; separately and in words; capitals, separately and in names; short sentences on slates and paper. *Drawing*—Vertical, horizontal, oblique and parallel lines, cube, sphere, cylinder, corner, borders, colors, comparisons of typical forms and of objects, sketches of cap, hat, bowl, leaves, plants, roots, etc. *Music*—To chapter III. in Primer, the scale, rote songs. *Sewing*—Materials distributed, lines on cards pricked, threading of tapestry needles; pricked lines outlined with coarse thread, designs pricked and outlined, Christmas cards made. *Spelling*—New words of reader and number book, long and short sounds of vowels with their marks. *General*—Buds, willow and lilac; birds, robin, bluebird, sparrow, swallow, wood-pecker, wren, screech-owl; talked a good deal about birds and flowers; read My Saturday Bird Class; drawings of nests. Hiawatha in the New Century Reader.

FIRST YEAR, FOURTH WARD. MISS ALICE LEMON.

A DIVISION. *Reading*—Print and script forms of 130 words introductory, also pp. 23-34 of Reader written on board. Harper's First completed. Columbian, Era, and Home First Reader supplementary. Second Reader to Part II. *Arithmetic*—Four months' work in counting, combinations, words of the book, signs, figures; Numbers Illustrated to page 118, supplemented with work in Prince's Part I.; pupil worked out illustrated examples with objects as needed; slate work as a change. *Language*—Name words, the idea taught, illustrated by naming objects in the room, finding in books, writing them; plural and singular forms, common and proper; action words and the kinds of sentences located in same way; use of is and are, was and were. *Penmanship*—Words and sentences, letters not taught separately. After some skill was gained, reading and language lessons became writing lessons. *Music*—The scale, the manual work, the Primer in the hands of pupils to page 50. These pupils entered the spring term of last year.

B DIVISION. *Reading*—Three months' board work as above. First Reader completed in April, along with this 65 pages in Columbian, 70 pages in Home and School, 35 lessons Primary Leaflets. *Arithmetic*—Four months' board work introductory to the book. Numbers Illustrated to Part III., supplemented (orally) with 42 pages Baird's First Book, and 45 pages Prince's Part I. *Language*—Name words, the four kinds of sentences as to use. *Music, Drawing and Sewing*—Same as A. *Penmanship*—same in kind as A.

C DIVISION. Spring entries. *Reading*—The board work and to page 45. *Penmanship*—Their own names, new words in daily lessons. *Numbers*—Combinations to nine. *Sewing and Drawing*—Same as A. *Physiology*—Stowell's Primer as a guide. *Sewing* as directed by special teacher. *Drawing* as directed by special teacher.

SECOND PRIMARY, SECOND WARD. MISS ANNIE M'CLAIN.

Reading—Harper's Baldwin's, Columbian Second Readers completed. Preparation, study words and thoughts; learn new words, spell each by sounds and letters, mark, and use in sentences, pronounce rapidly and correctly, drill for naturalness, train to see as units entire short sentences and speak them. Faults corrected by leading to a clear understanding of subject-matter. Pupils given credit for correct work. Pupils have read outside of class, Cats and Dogs, Friends in Feathers and Fur, German Fairy Tales, Danish Fairy Tales, Stickney's Second Reader, Appleton's Second Reader, Burt's Nature Studies, Bass's Nature Stories, Kindergarten Stories. *Spelling*—Difficult words from all studies selected for lessons. Object, correct printed and script forms in the grade's vocabulary. After reasonable study, words written. *Penmanship*—Correct forms and spacing of small and capital letters, separately, in words, and sentences. Vertical. *Language*—How to Talk to page 50. Object, to train in the proper use of the grade's vocabulary; stories reproduced, pictures described, etc. *Arithmetic*—Numbers Illustrated, A to page 149, B to page 115; addition and subtraction tables through 12, multiplication tables through 10, Roman numerals, reading numbers to millions, rapid additions, practice for rapidity in thinking and computing, answers in sentences. *Drawing*—Special teacher. *Physiology*—Primer of Health to page 74. *Sewing*—special teacher. *General*—Politeness, neatness, moral lessons. *Nature Study*—Significance of spring, summer, autumn, winter, fruits, seeds, collections, classified as to means of scattering, how protected, as foods; calendar kept; water-forms, rain, vapor, snow, etc. Homes beginning with our own, then of other nations, of animals, etc., materials used in building, etc. *Literature*—Selections read in nature work; stories reproduced to find meaning.

SECOND PRIMARY, THIRD WARD. MISS ELLA M. DUNN.

Reading—Harper's Second completed; Murche's completed, *Arithmetic*—Numbers Illustrated, first 72 pages reviewed, to page 136 and review. *Language*—Stories and descriptions, cow, dog, grasshopper, butterfly, caterpillar, sentences, capitals, nouns, use of is and are, Mr., Mrs., has, have, stories for reproduction, quotation marks, dictations, letter writing, Christmas stories, a and an, apostrophe, "Children of the Cold," stories oral and written, short compositions on Franklin, Penn, Water-Drops, the hen, blue jay, Pussy Willow, Whittier, Arbor Day,

lions, foxes, morning-glory, cherry, nature stories written. *Geography*—Stories of industry, making leather, dairying, Children of the Cold, the earth, Arabs, hot country, Egypt. *History*—Indians, Hiawatha, Pilgrims, Columbus, Miles Standish, Acadia, Washington, Lincoln, Franklin, Penn. *Physiology*—Primer, chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. *Penmanship*—Vertical, lines, circles small letters, capitals, sentences, verses, short poems. *Drawing*—Lines, horizontal, vertical, oblique, parallel, cube, sphere, cylinder, corners, borders, type forms, paper cutting, Christmas drawings, color work, pose, object-drawing, stories illustrated, flowers, leaves. *Music*—Songs from board, scale practice, Model Primer finished. *Spelling*—Words from Reader by letter and by sound, dictionary work. *Nature Work*—Butterfly, cocoon, caterpillar, cricket, spider. *Sewing*—Special teacher. Folding narrow hem on colored paper, talk on weaving; on cotton, wool, and silk; materials for sewing distributed, overcasting stitch on coarse canvas with Saxony wool, running stitch, etc. See Miss Demmon's report.

SECOND PRIMARY, FOURTH WARD. MISS MARGARET FENNER.

A DIVISION. *Reading*—Harper's Second completed, Columbian completed, Baldwin's Second completed, Harper's Third to page 71. *Numbers Illustrated* completed, multiplication tables through the 12's. *Language*—How to Talk to page 56. *Spelling*—Lists from readers.

B DIVISION. Completed Harper's First, Columbian Second, Baldwin's, Harper's Second completed. *Numbers Illustrated* completed, multiplication table through the 12's. *Language*—How to Talk to page 48. *Spelling*—Lists from readers.

BOTH DIVISIONS. *Penmanship*—On slate, paper, in note books; sentences, paragraphs, poems, stories, memory gems. *Drawing*—Special teacher's outlines. *Sewing*—Folding narrow hem on colored paper; talk on weaving; on cotton, wool, and silk; distribution of material, overcasting stitch with Saxony wool; running stitch same way; canvas, muslin, cards, made bags and aprons; matched stripes. *Music*—Completed Model Primer. *Physiology*—Oral lessons. *Miscellaneous Reading*—Read short stories to the school, biographies, Robinson Crusoe. Children read at home the books bought with entertainment money. Classic Stories for Little Ones, Fifty Famous Stories Retold, Legends of Springtime, Birds, George Washington, Columbus, Geography Stories. *Other Work*—Made chart showing manufacture of paper, children gathering materials. Short talks from large pictures of animals.

FIRST INTERMEDIATE, SECOND WARD, THIRD YEAR. MISS JENNIE M. VANDERVEER.

Reading—Harper's Second completed from Part II, Third completed. *Arithmetic*—Felter's Intermediate to page 87. All the work of the drill

cards in addition, subtraction, multiplication, and division. Much time given to the forty-five combinations and the multiplication table to the twelve's. *Language*—A Division, How to Talk pages 17-137; B Division, pp. 1-117. *Spelling*—Reed's, pp. 1-59. *Penmanship*—Vertical, copies furnished by the teacher. *Drawing*—Under direction of special teacher. *Music*—Finished Model Primer and First Reader. *Physiology*—Stowell's Primer to page 76, pupils had no book. *General*—Literature and Nature Study about as last year (see page 28). Did more miscellaneous reading than last year.

FIRST INTERMEDIATE, THIRD WARD, THIRD YEAR. MISS CASSIE A. BOGGS.

Reading—Harper's Third completed. Supplementary work. *Arithmetic*—Felter's Intermediate through division, with review. *Language*—How to Talk, page 9 to Relation of Words, letters and stories. *Geography*—Talks on soil, hills, mountain formation, names and locations of states, local geography. *Physiology*—Talks based on Primer. *Penmanship*—Vertical, letters, circles, straight lines, sentences, copies from board. *Drawing*—Special teacher. *Music*—Primer finished, First Reader finished. *Sewing*—Talk on weaving, reviewed hemming, waists, basting, stitching, combination stitch, French seam, bias facing, skirts. *Nature Work*—Trees, plants, root, stem, leaves, wood. *Spelling*—Reed's, pp. 1-59. (See page 30).

FIRST INTERMEDIATE, FOURTH WARD, THIRD YEAR. MISS JESSIE A. HESS.

Reading—Harper's Second finished, Third finished. *Arithmetic*—Felter's Intermediate through division. *Language*—How to Talk, pp. 30-137. *Geography*—Direction, location, some local. *Physiology*—Primer of Health to page 117. *Penmanship*—Vertical, letters, words, sentences, verses, etc., pen and ink. *Drawing*—Special teacher. *Music*—Finished Primer and First Reader. *Spelling*—Reed's, to page 50. *Sewing*—Talk on weaving, review of hemming, waists, basting, stitching, French seam, combination stitch, bias facing with combination stitch and hemming stitch. Special teacher. (See page 31).

SECOND INTERMEDIATE, SECOND WARD, LOW FOURTH YEAR. GEORGE O. GORDON.

Reading—Harper's Third from page 62 completed, Fourth to page 110. New words spelled and defined, used in sentences, marked for pronunciation; syllabication. Lessons studied so as to give the sense when reading. No lesson read without preparation and pupils being able to gather the knowledge of the printed page and to make the same clear when reading. *Arithmetic*—Felter's Intermediate to page 107. Special care and attention to the fundamental laws, much drill in notation and numeration in writing numbers to trillions, rapid and accurate additions, multiplication table, important definitions and principles

learned, rules not memorized. *Language*—How to Talk completed from page 70. Oral work done as directed in the text, not all the written work done, but much outside of book and on various subjects. Also a part of reading exercises. Reviewed the book. *Geography*—Frye's Primary to page 58. How to use the book, lessons read in class and subjects discussed; reviewed by questions on important parts; map-questions answered, some map-drawing; map of school grounds from actual measurements by pupils. *Physiology*—Healthy Body to page 107. Book used in recitation a great deal, text read, names learned, special attention to the hygienic features. *Penmanship*—Vertical. Attention to forms and spacing, practice in reproducing memory gems, etc. *Spelling*—Reed's Part I completed. Two purposes: first, the spelling of the words; second, diacritical marks and their significance; oral and written exercises. *Sewing, Drawing and Music*—Under the direction of special teachers. Being a low fourth, an attempt has been made to advance the work to a full fourth. Probably this has shut out much miscellaneous that the room might have done to advantage. Some attention has been given to such outside work as thought more beneficial, especially to miscellaneous reading.

SECOND INTERMEDIATE, THIRD WARD, FOURTH YEAR. MISS IDA WEBER.

Reading—Harper's Fourth to Part II. *Arithmetic*—Felter's Intermediate to page 138. *Language*—Oral. DeGarmo's second book, the guide, to page 37. Modifiers of noun, subject and object, direct and indirect object, letter writing, uses of comma, punctuation marks, review of How to Talk. *Geography*—Frye's Primary finished. *Physiology*—Healthy Body to page 107. *Writing*—Vertical, the letters, beginning with one space. *Drawing*—Designs in squares, carpenter tools, leaves, illustrations, designs. Special teacher. *Music*—Second Reader to page 93. *Spelling*—Reed's to Part II. *Sewing*—Waists, basting, combination stitch, French seam, bias facing, skirts. Special teacher. (See page 33).

SECOND INTERMEDIATE, THIRD WARD, FOURTH YEAR. MISS METTA M. SHOWERS.

Reading—Harper's Fourth to page 180. *Arithmetic*—Felter's Intermediate to page 142 and reviewed. *Language*—DeGarmo's Book II (in hands of teacher only) pp. 1-75, review of How to Talk. Oral and written reproductions of short stories, biographical sketches, historic events, letter writing and original composition work not neglected. Topics from other lessons used as subjects for compositions led to investigations and careful reading. *Geography*—Frye's Primary completed. Map reading, particularly the reading of relief maps— an important feature,—the earth as a unit and of each part in its relation to the unit: the races, their homes and home life, plants and animals in relations to

climate and physical features; our own country, a review of local geography. *Physiology*—Healthy Body to page 112 and review. *Penmanship*—Vertical, lines, circles, small and capital letters, spacing, arrangement; sample papers. *Drawing*—Designs, illustrations, cube, cylinder, half sphere, borders, plaids, colors, dictation, ink and color borders, plants. Special teacher. *Music*—Second Reader finished. *Sewing*—General talk on weaving, review of hemming, waists, basting, stitching, combination stitch, French seam, bias facings, skirts. Special teacher. *Spelling*—Reed's to page 109 and review. *Miscellaneous Reading*—Books from city library with good results, improvement in care of books. The following added to the library of the room: Anderson's Fairy Tales, Grimm's Fairy Tales, Swiss Family Robinson, Rollo in London, Child's History of England, Boy Conqueror, Jewish Twins, Alice in Wonderland, Through the Looking Glass, Adventures of a Brownie, Brightsides, Black Beauty, Hiawatha, Lamplighter, Stanley's Adventures, Pilgrim's Progress, Robinson Crusoe, A Wonder Book, Daniel Boone, David Copperfield. Twenty numbers of the Little Classic Series were also added. Numbers of pupils that had never read a book before were fascinated by these and wanted to read all of them. (Note.—Creditable additions were made to the little libraries of all the schools.—H.)

SECOND INTERMEDIATE, FOURTH WARD, FOURTH AND FIFTH YEARS.

JOHN L. HISSONG.

Reading—Harper's Fourth. pp. 9-190. *Spelling*—Reed's, pp. 50-106. *Physiology*—Healthy Body, pp. 7-108. *Language*—How to Talk, pp. 9-174. *Arithmetic*—Felter's Intermediate, pp. 1-125. *Geography*—Frye's, pp. 1-58. *Music*—First Reader from page 50, Second Reader, pp. 1-106. *Penmanship*—Letters, figures, neat copies; sample papers. *Drawing*—Special teacher. Sketches, illustrations, leaves, dictations, borders, plaids, typical forms, color work, poses, flower designs. *Sewing*—Special teacher. Weaving, review of hemming stitch, felling, waists, basting, combination stitch, French seam, bias facings, skirts, patching, darning. *Miscellaneous Reading*—Pupils reported the reading of 300 books. Took report once a month of titles and opinion of merits. *Comments*—Sewing a help, teaches persistence, neatness, attention; has brought a noticeable change in the clothing of several boys and girls whose homes are a little careless in such matters. Programme has not been too crowded although it has kept us pegging away. In language, am attempting to teach the English sentence and how to place it on paper, forms of words and sentences and laws governing, quotations, capitalization, punctuation, letter forms, choice and arrangement of words, phrases and sentences in sentences and paragraphs. In arithmetic, give special drill in accuracy and skill in the fundamental rules; try to read and apply all definitions, illustrations, operations, analyses, analytical steps, principles,

axioms, rules; to solve all examples except the drill cards, many examples from other sources. In reading pupils are to know and recognize the meanings of words and phrases in sentences and the thoughts therein, and to present these thoughts distinctly and accurately through proper articulation, accent and tone. Spelling includes new terms in all studies. A plain, legible, vertical round hand, not curbing individuality has been my aim in penmanship. In geography attempted to teach pupils to observe nature and her forces in immediate surrounding, and in imagination apply this knowledge to other localities noting effects; to realize the earth and all things therein; how these things delineate seas, and specify the divisions of empires and provinces; the effects on mankind. In physiology I have tried to lead the pupil to familiarity with his body, its workings and the laws of health.

THIRD INTERMEDIATE, NO. 1, THIRD WARD, FIFTH YEAR. MISS ELLA GLASCO.

Reading—Harper's Fourth completed, American Neighbors to page 102. *Arithmetic*—Felter's Intermediate pages 120-199 and review. *Language*—Chiefly composition writing; letters of business and friendship, newspaper paragraphs, biography, travels, nature study, reproduction stories, descriptions. DeGarmo's Book 2 in the hands of the teacher the outline guide. *Geography*—Natural Advanced 28 pages. Two months' study of Illinois 10 pages. *History*—Montgomery's Beginner's completed. *Physiology*—Healthy Body finished from page 97. *Penmanship*—Vertical, alphabet completed and reviewed, spacing, neatness, forms, sample papers. *Drawing*—Special teacher, type forms, posing, sketching designs, dictations, plaids, borders, color work, flowers, leaves, etc. *Music*—Second Reader completed from page 35. *Sewing*—Special teacher, felling, talk on weaving, sewing on lace, basting, combination stitch, bands, hemming, button-holes, waists, skirts. *Spelling*—Reed's pages 68-110 and review. *General Exercises*—Choice selections memorized; sketches of the lives of different authors, selections read, some nature-work in fall and spring, alternating with the literature. *Miscellaneous Reading*—Considerable attention given to books added to the library: Wide, Wide World, The Spy, John Halifax, Uncle Tom's Cabin, Lamp-lighter, Black Beauty, Stories of Authors, American and British Authors, Great West, and twenty numbers of five cent and ten cent classics which are very popular with pupils. *Comments*—My work has been about the same as in preceding years (see page 36), about the same incentives and devices used. One device used this year for the first time has had pupils grade their recitations, keeping a daily record, and report on Friday for comparison with mine. It was helpful in stimulating perfect recitations. My pupils worked with a will and a desire to learn, and needed fewer incentives than usual.

THIRD INTERMEDIATE, NO. II., THIRD WARD, FIFTH YEAR. MISS GERTRUDE TAYLOR.

Reading—Harper's Fourth completed from Part II., American Neighbors pages 1-68. In the latter read by paragraphs, recited in the language of the pupils, the text in geography used for reference. *Arithmetic*—Felter's Intermediate pages 112-200, including G. C. D. L. C. M., reduction, addition, subtraction, multiplication and division of fractions, decimals. *Language*—Letters, notes, descriptions, excuses, invitations, newspaper paragraphs, biography, reproduction stories. Used the State course for subjects; reviewed parts of speech and sentences. *Geography*—Natural Advanced pages 1-28. Illinois finished. *History*—Montgomery's Beginner's finished. *Physiology*—Healthy Body finished book from page 95, reviewed. *Penmanship*—Vertical, small and capital letters, sentences, sample papers. *Drawing*—Special teacher. *Music*—Second Reader finished from page 35. *Spelling*—Reed's Part II. finished. *Sewing*—Special teacher.

FIRST GRAMMAR, THIRD WARD, SIXTH YEAR. MISS MAMIE M'COY.

Reading—American Neighbors pages 197-328. *Spelling*—Reed's to page 153. *Language*—Harvey's English Grammar pages 1-136. *History*—McMaster's U. S. pages 1-175. *Physiology*—Stowell's Essentials of Health pages 11-267. *Geography*—Harper's pages 1-82. *Arithmetic*—Walsh's pages 213-388. *Penmanship*—Vertical. *Drawing*—Special teacher. *Music*—Model Third Reader finished. *Sewing*—Special teacher; weaving, felling, overhanding, selvages, sewing on laces, waists, basting, French seam, facings, button-holes, note-books, skirts, handkerchiefs. *Comments*—In reading paid attention to thought, pronunciation, position, enunciation, articulation, emphasis, individual reading, places named located, difficult words spelled, pronounced, defined. In spelling words pronounced, spelled orally, then written. In Language, in addition to above, orthography as outlined in the State course seventh year. At least 25 words marked diacritically and for pronunciation each month. In Grammar, definitions read and learned, pupils taught to read the book. All parts of speech parsed, each statement made being proved by reference to book. History studied by topic. Questions to bring out important facts. Queries used to stimulate research. Barnes's text used freely other texts to an extent. Reviewed by Lewis's Outlines. Pupils kept note-books with outlines and notes. Text in Physiology read with questions and drawings to illustrate. A general knowledge of the subject aimed at. All maps used in Geography work drawn, contour, climate, productions, etc., comparisons made. In Arithmetic, analyses given, definitions formulated and learned, many rules deduced from examples solved. *Incentives*—Circles and credits, circles so many per cent. of monthly standing.

FIRST GRAMMAR, THORNBURN HIGH SCHOOL, SIXTH YEAR. MRS. MARY L. JULIAN.

Reading—American Neighbors finished from page 197 and reviewed. *Arithmetic*—Walsh's pages 213-368, examples solved, arithmetical terms applied and explained, rules and definitions deduced. *Language*—Harvey's English Grammar pages 1-133. *Geography*—Harper's pages 1-82. *History*—McMaster's pages 1-311, used as a reader, made questions, told historical stories, wrote some compositions, learned some historical terms with their meanings. *Physiology*—Stowell's Essentials of Health, pages 1-283, used as a reader. *Penmanship*—Vertical, circle, circumferences, diameters, radii, vertical, form, letters, spacing, principles, figures, size, joinings, neatness, much practice. *Drawing*—Special teacher; object, memory, imagination, illustrations, poses, paper cutting, color work, ge-ranium, cylinder, prism. *Music*—Third Reader pages 37-80. *Spelling*—Reed's to page 164. *Sewing*—Special teacher; overhanding, selvage, felling, talk on weaving, sewing on lace, basting waist seams, French seam, facing, button-holes, handkerchiefs, curtains.

SECOND GRAMMAR, THIRD WARD, SEVENTH YEAR. B. J. IJAMS.

Reading—Modern Europe pages 13-313. *Arithmetic*—Wentworth's Practical pages 180-315. *Language*—Harvey's English Grammar pages 136-265. *Geography*—Harper's, North America, United States, Mexico, South America, Europe, Asia. *History*—Explorations, colonial, revolutions, administrations to civil war. *Physiology*—Stowell's Essentials, circulation, foods, cooking, alcohol, digestion, kidneys. *Penmanship*—Vertical, careful preparation of note-books, compositions, etc. *Drawing*—Special teacher; dictations, designs, sketches, poses, illustrations, color work. *Music*—Special teacher; Fourth Reader, pages 1-69. *Spelling*—Reed's pages 113-179. *Sewing*—Special teacher; folding, hemming, felling, waists, basting, French seam, facings, button-holes, gussets, note-books. (See p. 39-40).

NUMBER FOUR, UNGRADED. MISS JESSIE C. LLOYD.

SIX GRADES. *First Grade: Reading*—Harper's First finished, written and printed forms of words, words spelled by sounds and by letters, lessons read by sentences and paragraphs, words of lessons pronounced backward. *Numbers*—Analysis and synthesis to 20, writing to 100. *Language*—Suggestions of reader, name words, short sentences. *Penmanship*—On slate and paper, words and lessons of reader. *Second Grade: Reading and Spelling*—Finished Harper's Second, most interesting lessons of Appleton's Third, new words by letters and sounds, orally and written, story told or written. *Numbers Illustrated*—Pages 29-119, concrete applications, notation and numeration through two periods, Roman. *Language*—Nouns, common, proper, action words, use of is, are, was,

were, kinds of sentences, and practice in finding and using. *Penmanship*—Vertical, book I., principles, practice on slates and paper, capitals, names of pupils, copies of reading lessons, etc. *Third Grade*: Finished Harper's Third Reader, new words by letters and sounds, definitions, used in sentences, use of dictionary for ability to pronounce; supplemented by stories from papers and books. *Arithmetic*—Numbers Illustrated finished, accurate and rapid additions, subtractions, etc., Felter's Intermediate through subtraction. *Spelling*—Reed's Word Lessons, Part I., words pronounced, spelled by syllables, by sounds, marked diacritically, defined, used in sentences, all written work carefully corrected. *Language*—How to Talk, nouns, singular and plural forms, five laws for forming, common, proper, possessive, verbs, present, past, complete, progressive forms, sentences, kinds, laws for, is, was, are, were, this, that, quotations, compositions. *Penmanship*—Vertical, book II. *Fourth Grade*: Harper's Fourth to page 193, taught as above. *Arithmetic*—Felter's to page 113, special drill on tables. *Spelling, Language and Penmanship*—same as third grade. *Fifth Grade*: *Reading*—Biographical sketches, Hawthorne, the Prairie, Ivanhoe, Declaration of Independence, Constitution. *Arithmetic*—Felter's to page 201. *Language*—General review with text book of nouns, verbs, pronouns, adjectives, adverbs, sentences Harvey's Grammar to page 42. *History*—Montgomery's Beginner's completed, each hero studied and his life written, tables of dates, events, etc., maps. *Spelling and Penmanship*—Same as third grade. *Geography*—Natural Advanced to page 84, maps studied, places located, text learned; Illinois. *Sixth Grade*: *Reading and Geography*—Same as fifth. *Penmanship and Spelling*—Same as third. *Arithmetic*—Walsh's Higher to page 504, including a little algebra, percentage and interest. *Language*—Harvey's Grammar to page 136. *Physiology*—Three classes primary (grades one and two) outline in course of study, intermediate (fourth and fifth grades), Stowell's Healthy Body; Advanced (sixth grade) Stowell's Essentials to page 156. *Music*—Two divisions; first, the Primer; second, Second Reader to p. 65. *Drawing*—Dictations, circles, prism, designs, some shading and pen work. Special teacher.

SPECIAL TEACHERS.

DRAWING—MISS MARY CAMPBELL.

General Plan of Work—(1) From nature—life in growth, grasses and grains, spray of leaves, fruit and branches, vegetables—life in growth, action and feeling, the pose, animal studies, bird studies. (2) From art, familiar objects for association, type forms for idealization and construction; for rhythm, simplicity and beauty, borders, crosses, beautiful objects, unity of design. (3) Creative work by pupils (individual), space relations in plaids, space relations in simple landscapes, patterns of type

forms and objects, arrangement of decorative figures. (4) Study of decoration—historic ornament—design or arrangement (elementary; applied)—simple principles illustrated by stick and tablet laying, outline, and color—and applied in geometric and floral designs and by the use of historic details. (5) Study of composition and arrangement. (6) Criticism of original studies from nature. (7) Study of modern art by means of pictures, illustrated books and magazines. (8) Study of historic art by means of photographs and casts.

DOMESTIC SCIENCE—MISS ALICE E. DEMMON.

Sewing—Number of rooms eighteen. All the girls and a number of the boys take the sewing. Twenty-five girls in the high school (eighth grade girls not permitted to take this work). There seems to be interest in the work. The grades have had half an hour per week for each room. Have tried to encourage home work and in most cases seem to have succeeded. The mothers appear to take quite an interest in the children's work. *Cookery*—The aim has been to teach the cookery of plain dishes; as, preparation of suet for shortening, cleaning and stoning raisins, fruit and suet pudding, talk on meat, roast beef, biscuits or sweet potatoes, ginger cakes, meat balls, coffee, roasting, cheap meats, hamburger steak, meat pie, baking powder biscuits, apple pudding. Invalid cookery, talk on care of the sick, food for the sick—lemon whey, beef tea, poached eggs, hash, orange charlotte, boiled custard, oysters stewed and scalloped, apples, foamy pudding sauce, dried beef gravy on toast. Warmed-over meats, soufflé, muffins, pop-overs, cream of wheat, prunes, baked fish, vegetables, potatoes, onions, croquettes—chicken, rice; marguerites, sherbet; special, candies for Christmas. Dinner to the Board given by the freshman girls; refreshments for the teachers furnished by the boys' class (19 boys formed one of the cookery classes). Other aims—to show why it is necessary to be neat in the home; to teach the composition of food materials as far as the pupils are capable of understanding the subject; to teach or impress previous teaching upon matters of hygiene, as, health of family depends upon (1) situation and sanitary condition of home, (2) purity of water supply, (3) light, air, cleanliness, etc. To develop the common sense of the pupils; to lead them not only to use their brains in the management of the home, but to take their brain work home with them, to make their literature, language, art, history, science and mathematics a part of their home life, and to connect the home intimately with the school; to elevate in this way the work of the home above mere drudgery, to broaden it, and to awaken an interest in its different phases.

VOCAL MUSIC—M. W. MOORE.

First Year—From ten to fifteen rote songs—major scale, ascending and descending, skips 1, 3, 5, 8—8, 5, 3, 1, the first five tones of the major

scale in all possible combinations, from figures on the board, syllable names of degrees of the staff in key of C, to sing exercises from the staff embracing all the tones of the scale arranged step-wise. *Second Year*—Primer completed; many exercises sung by singing names, scale names, syllables la and koo and by words, introducing skips of the simplest kinds to be recognized and sung from the staff in lower, middle, and upper scales, key of C, quarter notes, half notes, quarter rests, half rests, in two part and three part measures—rote song for each week. *Third Year*—First Reader completed—reviewed principal points of Primer—four part measures, dotted half note, whole note, broken measures, G clef, pitch names of tones, leaps of a third and a fourth in all parts of scale, signatures one sharp and one flat, with keys, dotted bar, simplest forms of repeat, a rote song every week. *Fourth Year*—Second Reader completed, with review of first; new signatures, two sharps, three sharps, two flats, three flats, with their keys, slur, eighth notes, leaps of a fifth and a sixth in all parts of scale, triplets, two part singing, rote song each week. *Fifth Year*—Same as the fourth. *Sixth Year*—Third Reader completed with review of the second, rote songs dropped, learn songs by sight-reading through study of chromatic scale, ascending and descending, by use of a great many exercises in key of C, a great deal of two part work, in the nine keys, C, G, D, A, E, F, B flat, E flat and A flat in simple, two part, three part, and four part measures, eighth, quarter, dotted quarter, half, dotted half, and whole notes, with corresponding rests. *Seventh Year*—Fourth Reader completed with review of the third, work in chromatic scale continued through all the keys—modulating from one key to another by the tetrachords, compound measures introduced, dotted eighths and sixteenths, with corresponding rests, three part singing, different movements, andante, moderato, allegro, taken up third month and applied during the year. *High School*—Freshman class: Principal songs of Sovereign Wreath of Song, consisting of hymns, patriotic songs, songs of nature, glees, anthems, choruses, arranged in four parts, and with juniors and seniors studied and gave in public the sacred cantata, Ship of Life, 67 pages. Juniors and Seniors: Principal songs of the Imperial Wreath of Song, consisting of hymns and chants, psalmody, patriotic and folk songs, glees, opera selections, choruses of highest musical worth. With the freshmen studied and gave in public The Ship of Life.

THE THORNBURN HIGH SCHOOL.

SCIENCE—H. T. WILLSON, PRINCIPAL.

Botany—Gray's School and Field, 17 weeks, 9 in fall and 8 in spring. In addition to careful study of the text, pupils sprouted and studied germination and growth of bean, maize, wheat and several other plants. Conditions promoting growth determined by experiments. Many plants

studied in detail to the limits of our facilities. The usual herbarium of fifty specimens prepared; note-books and carefully prepared drawings accompanied. *Physical Geography*—Alternated with botany 19 weeks; for details see page 43. *Physiology*—Eighth grade, three recitations per week for five months, and five recitations per week for four months. Text, Hutchinson's; supplementary, mainly illustrative, manikin, skeleton, and charts constantly used. The purpose was to give pupils intelligent ideas of the workings of the various organs of the body in health, and the means which should be employed to keep them in health. Hence more attention to physiology and hygiene than to anatomy, which was not neglected. *Chemistry*—Freer's Elementary, 14 weeks, two laboratory periods of 120 minutes each per week. Seriously handicapped by lack of supplies at first of year. The class worked with vim and interest and carried through a series of fifty experiments, some in several parts, each to a successful conclusion, worked in groups of two's and three's. *Physics*—Appleton's and Shaw's. Followed chemistry and completed the year's work. Five recitations per week (45 minute periods) and two laboratory periods, each 105 minutes. Should have a full year, many times were compelled to hurry over work too quickly. Worked out all the experiments in Shaw's Physics except eight or ten, for which others from Stone's Physics were substituted. Good note-book descriptions were kept; special emphasis upon quantitative work where facilities permitted and drill on mathematical phases. *Zoology*—20 weeks, Orton's Comparative and Colton's Practical; five recitations per week and three laboratory periods per week for eight weeks. Some time given to study of insects, a short time to birds. Careful studies from Colton's Outlines were made of the grasshopper, the cray-fish, the frog, snake, pigeon, and cat by all pupils. Each pupil made several other studies, but the above were the systematic ones. [Mr. Willson had a small class in commercial arithmetic which recited three times a week.—H.]

HISTORY—MISS HORTENSE G. CONAWAY, ASSISTANT PRINCIPAL.

United States—All available texts used; pupils had access to Barnes's, Montgomery's American and Student's, Ridpath's, Thomas's Willson's, Johnson's, Taylor's, Scott's, Swinton's, Fiske's, McMaster's, Pictorial, Dictionary of American History, Lossing's and others: periods of discoveries, explorations and settlements carefully reviewed; three weeks to a review of the Revolution, one month to the Constitution; all the administrations studied for political events, biographies of leading citizens, progress in science and the arts; six weeks to the Civil War, necessary maps drawn. *General*—Quackenbos's World completed with references to other authors, attention to the interpretation of the text, map work prominent,—a much enlarged vocabulary one of the notable results. *Greek*—Smith's Smaller completed with cyclopedic references—

important subjects presented in essay form, attention to classical geography. *Roman*—Smith's Smaller completed, plan as above. *English*—Morris's Class-Book completed, with some supplementary work from Smith's and Montgomery's, map-work prominent, constitution a special subject. *Civil Government*—Andrews's completed, Roman, British and United States constitutions compared. Special attention to state, county, town and city governments. *Spelling*—Reed's completed, lists from other studies; aim to have pupils spell as nearly as may be all the words of their vocabulary. *Penmanship*—Vertical; object, a neat, legible handwriting.

MATHEMATICS—F. D. BOWDITCH.

Geometry—Olney's. *Plane*—One class completed from page 132; one class completed from page 1; one class from page 1 to page 106. *Solid*—Two classes completed. *Algebra*—Olney's, one class pages 1-178; one class pages 1-138; one class reviewed the whole subject; one class finished the subject from page 138. *Arithmetic*—Walsh's Higher, pages 447-728. *Geometric Drawing*—One hundred examples.

LATIN AND GERMAN—MISS SOPHIE LEAL.

Latin—Beginning, Collar and Daniell, pages 1-203, Via Latina, pages 8-25. *Caesar*—Allen and Greenough, pages 2-81, Via Latina, pages 22-65; comparisons of conjugations, declensions, sight readings, nouns, pronouns, syntax, adjectives, subjunctive in double questions, indirect statements, prose composition, participles, conjunctions, rules of syntax. *Cicero*—Allen and Greenough, pages 99-186; review of pages 67-76, review of conjugations, declensions, rules of syntax, sight readings, Via Latina, pages 1-31, sequences of tenses, subjunctive in indirect discourse. *Virgil*—Greenough and Kittredge, Books I, II, III, prosody, scansion, mythology, history, geography. *Prose Composition*—Bennett, selections, part of Caesar, Cicero and Virgil, recitations. *Beginning German*—Collar's Eysenbach, pages 1-105; Super, pages 5-69; memory work; *Marchen und Erzablungen*, about 30 pages, sight translation, reviews of conjugations. *Second Year German*—Hoher als die Kirche, L'Arrabbiata, Immensee, Der Taucher, Germelshausen, Hoffnung, composition work, sight translations, memory work, individual work as *Kinder und Haus Marchen*, *Die Monate*, *Im Zwielficht*; reviews of conjugations, cases, etc.

ENGLISH AND BOOK-KEEPING—MISS KETURAH E. SIM.

English Grammar—Harvey's Revised, general review and drill, sets of examination questions from various sources often used as aids and to determine wherein pupils were most deficient; aim in syntax to make pupils acquainted with the structure of sentences through syntactical relations of parts. Reed and Kellogg's diagrams used to illustrate

analysis; my main object to create interest and stimulate thought, hence management of class varied. Sought to call out an expression of opinion from every pupil present at each recitation, pupils expected to criticise and correct mistakes. Incentive, a credit mark placed on the board for each good recitation; two leaders by choosing sides divided each class into two equal sections. Each leader kept a record of the recitations made by his side. Occasionally placed a list of the credits on the board, and opportunity given those having highest number in one section to compete with those having highest number in the other section. *Lewis's First Book in Writing English*—First, 140 pages in connection with the grammar; one or two compositions each month, subjects suggested by the text, myself, or the class. Object, to train the pupil to express himself clearly in writing and to apply the rules studied. Hence familiar subjects: correct spelling, punctuation, capitalizing, paragraphing; attention to variety, clearness, strength. *Junior English*—Three recitations per week. *Lewis's First Book* completed. Object, correct, clear and concise expressions both oral and written, collection and arrangement of material, the sentence, the paragraph and the theme studied and compared. A weekly theme gave opportunity for practice in all the principles laid down. In addition to the composition work, class studied Irving's Sketch Book, Lowell's Sir Launfal, Coleridge's Ancient Mariner. They read out of Class the DeCoverley Papers, Vicar of Wakefield, Ivanhoe, Flight of a Tartar Tribe, and Last of the Mohicans. *Senior English*—D. J. Hill's Rhetoric completed. Argumentative Discourse from A. S. Hill's Rhetoric. Weekly themes, themes on topics chosen from the readings often read and discussed; character sketches, narratives, descriptions, business and other letters, biography, autobiography, essays, orations. *Senior Literature*—Brooke's Primer of English Literature, Richardson's Primer of American Literature,—special stress upon the more important authors; coordinate with English Literature just completed, with the sketch of an author's life, something of his writings read. The text (Primer) studied after the readings. The American Literature full of interest being near in time and place. The following studied in class: Paradise Lost, Sir Launfal, Macbeth; read out of class, DeCoverley Papers, Vicar of Wakefield, House of Seven Gables, Last of the Mohicans, Fight of a Tartar Tribe, Ancient Mariner; commented upon in class and themes written upon subjects selected from. *Word-Analysis*—Two recitations a week. Swinton's through Anglo-Saxon prefixes and suffixes. *Book-keeping*—Three recitation periods per week. Montgomery's completed; aim to give pupils a working knowledge of practical business forms and of single and double entry. Neatness and accuracy insisted upon.

STENOGRAPHY AND TYPE-WRITING—MISS MARGARET SIDNER.

[Pupils in this department bear its expenses. The Board of Education provides a room and cares for it, and gives the department a moral support. The financial condition of the district has not as yet justified free tuition in these and kindred subjects.—H.]

In shorthand course two text-books: *The Manual*, containing the principles completed February 24; five recitation periods, 45 minutes each, per week. Lesson dictated several times and read back as often. January 3 first business letter dictated without previous study. A large number of letters in different lines of business dictated and transcribed on machines. Typewriter practice taken when the pupil has a leisure hour from other studies. Pupils graded each day on prepared lesson; all incorrect outlines or words analyzed before recitation. Monthly reports of standing furnished the Principal. *The Reporter's Companion* contains all word signs, phrase writing and difficult dictation matter, as speeches, lectures, law articles, etc.; completed April 7. The remainder of the year given to general instruction, dictation, law testimony, depositions, etc. A speed test, March 29, showed the average number of words to be between sixty and seventy-five per minute, no single word omitted. *Instruction*—Brief reporting style, phrase writing, contractions, word signs.

J. W. HAYS.

Arithmetic—Walsh's Higher pages 447-674. Eighth grade. Purpose chiefly experimental, a test of the laboratory method for arithmetic. *Trigonometry*—Wentworth's pages 3-70, pages 89-94 plane trigonometry completed.

PROGRAMME, THORNBURN HIGH SCHOOL, 1898-1899.

HOURS.	Mr. Willson	Miss Conaway.....	Miss Leal.....	Miss Sim.....	Mr. Bowditch	Mr. Moore.....	Miss Campbell	Miss Demmon.....	Mr. Hays.....	Miss Sidner.....
8:30— 8:45				Opening exercises						
8:45— 9:30	Botany I Phys. Geog.	England Civil Govmt.	Caesar	Grammar Composition	Geometry Arith. 8th	T. and T. Fresh. II	M.W. & F. Fresh. II	M. Sewing	Arith. 8th	
9:30—10:15	Physiology	Gen. History	Latin II	Book-keep'g Word Anal.	Algebra Jr.	Grades	8th Grade	Sewing	Trig.	
10:15— 11:00	Chemistry Physics	U.S. Hist. II	German I	Jr. Liter.	Algebra I	Juniors	Extras	Sewing		
11:00—11:45	Botany Phys. Geog.	Greece Rome	Cicero Virgil	Grammar Composition	Algebra 8th	Fresh. I	Fresh. I	Sewing		Stenog.
11:45— 1:15				Intermission.						
1:15— 2:00	Physiology I	Gen. Hist. II	Latin I	Word anal. Book-keep'g	Geometry	E. Ward	8th Grade	Thrs. 4 hrs Boys cook Girls cook		
2:00— 2:45	Phys. Geog. Junior Zoölogy	U. S. Hist. I	German II	Rhetoric Sr. Liter.	Algebra II	E. Ward	Extras	Tues. 2 hrs Girls cook M. Sewing		
2:45— 3:30	Laboratory Conn. Arith.	Pennmanship Spelling	Freshman German.	F. Physiol. F. Grammar	Geom. Draw. Algebra Jr.	M. & W. Sr. F. G. C. I ^b				

M, Monday; T, Tuesday and Thursday, etc.

CREDITS.

Hitherto pupils completing all the work offered by the High School have been given diplomas: when the studies not undertaken or not finished did not offer a fair year's work, and a student so desired, he was given with the honors of graduation, a certificate stating exactly how much he had accomplished. In this manner the school has recognized but one course of study. Year by year studies have been added as growth has shown them necessary to the present and the future interests of pupils. The work has become heavy as well as inclusive and with the close of 1898 our authorities felt that they may safely concede to candidates for graduation a considerable number of alternative subjects. When a pupil has done the work assigned in any of the studies offered and has convinced the instructor and the principal that he has done this work faithfully, and with fair success, he is *credited* therewith. A credit is therefore a definitely assigned amount of school work that has been accomplished, tested and passed upon by responsible parties. It is then recorded in the scholarship book of that year, and upon the credit-sheets which are always open to inspection.

Since Sept. 1896, the eighth grade or last year's work of primary instruction has been done by the high school organization and teachers. Strictly speaking, members of this grade are not high school pupils although part of their work belongs to the high school course. To be classed as a high school pupil, a candidate must present evidence of a reasonable proficiency in each of the following:

ENTRANCE REQUIREMENTS.

Reading, thought interpretation and expression.	U. S. History.
Penmanship.	English Grammar and Composition.
Spelling (including the use of the dictionary).	Geometric Drawing.
Geography.	Object Drawing.
Arithmetic.	Elementary Physiology.
	Vocal Music.

Full provisions for making up any deficiencies in the foregoing are furnished in the eighth grade classes and under high school teachers, this being one object of incorporating the eighth grade in the high school organization.

REQUIRED CREDITS.

Algebra (3)	Botany (1)
Physiology (1)	Phys. Geog. (1)
Zoology and Biology (2)	Chemistry (1)
Physics (2)	General History (2)
Civil Government (1)	Book-Keeping (1)
English Literature (2)	English Composition (1)
Latin Gram. and Lessons (2)	Word Analysis (1)
Cæsar (1)	Twenty-four Credits
Geometry (plain and solid) (2)	

Explanations.—To secure a diploma, a pupil must present satisfactory evidence of a working knowledge of all the studies named, with the limitations commonly assigned secondary instruction. In a general sense, a credit means a half year's work, about ninety recitation periods of forty-five minutes with necessary preparation. It is expected that, as a rule, the school records will show an average of daily recitations and periodic examinations or tests of knowledges as our rules provide, twice as much value being given daily work, as is given mere test work. However, the Superintendent is authorized to accept scholarship standings from other schools and reputable sources when, in his judgment, the interest of a pupil or the school are better served by accepting such standings. He may do this, but is expected not to do so if there is a tendency to lower scholarship or lessen efforts.

In addition to the foregoing, a pupil, to secure a diploma must show seven credits from the following list of

ALTERNATIVE CREDITS.

Eng. Literature 1.	Typewriting 1.
Cicero 1.	German 2 yrs. 4.
Latin Prose Comp. 1.	Physical Culture 1.
Virgil 1.	Rhetoric 1.
Greek Hist. 1.	Trigonometry 1.
Roman Hist. 1.	English History 1.
Egyptian and Scripture Hist. 1.	Advanced Vocal Music 1.
Advanced Drawing 1.	Domestic Science 1.
Stenography 1.	Literary Work. 1.

These are alternative studies rather than electives, and purposely so. First, to favor the organization of the school, and second to give more weight to the teachers' advice. It is hoped pupils will select wisely; it

is provided, in case they choose unwisely, that their immature judgments may not seriously affect their schooling. A study is not discredited because placed in the last list, nor is it less important generally than those required. The list includes more advanced subjects as in Latin, history, drawing and music, and others for which the school now provides, but does not obligate itself to provide, as stenography, physical culture, domestic science, German.

One purpose of the arrangement is to emphasize the benefits of home study and individual efforts. The management believes that our pupils can profitably give a reasonable portion of vacation leisure to literary and historic readings that will be helpful to them as students. The alternative list names several subjects in which credits can be obtained by individuals with a minimum amount of instruction, the value of the credit to be determined by examinations, synopses of books read, samples of work accomplished. It is expected of course, that the teacher in charge of the subject selected by a pupil for home study will advise as to text and procedure, and will use reasonable energy to have results creditable to the pupil and the school. It is absolutely necessary and required that this home work shall stand fully as rigid tests as studies pursued in classes. Hence it should be even more carefully prepared. The intention is not to cheapen scholarship and scholarly habits but to carry the school spirit into the home circle and to reward worthy work done while idle pleasures tempt to frivolous pursuits. It is a sort of protest against the extremes of too much study during school days and sessions and too much play in recreative processes and opportunities.

The term credit as used in these pages has been defined both as to quantity of work included and time limitations. The candid student will think of the former as his determinative mentor and will seek to know rather than to estimate the hours that will be required to prepare for an examination. Because "reading makes the full man" and does more for manhood than perhaps all other educative agencies within the activities of youth, we earnestly desire above most things affecting the schools, that our pupils become readers, both for information and expression; that they form the habit of going to books as authoritative sources of knowledge and accredited matters of expression. One that knows and can acceptably present his knowledge to others, is a moving factor in his community, and, if his knowledge be of the right kind, his generation does him honor and moves in the direction his life faces.

Class honors are given according to merit. About May first the standings of the senior class are computed and the one having the highest scholarship record is appointed valedictorian and the one having the second highest record is appointed salutatorian.

TEXT BOOKS—COST AND ADOPTIONS.

Were it possible for a pupil to have entered our schools last September 12, and to graduate next June, doing meanwhile all the work the departments offer, he would have been subjected to the following expenses for books:

Harper's First Reader 25c, Second Reader 35c, Third Reader 50c, Fourth Reader 60c, Numbers Illustrated 40c, Felter's Arithmetic 50c, Walsh's Arithmetic, Part II., 35c, Walsh's Higher Arithmetic 65c, How To Talk 50c, Harveys's English Grammar 65c, Stowell's Healthy Body 50c, Essentials of Health 85c, Model Music Primer 25c, Music First Reader 30c, Music Second Reader 30c, Music Third Reader 35c, Music Fourth Reader 40c, Frye's Primary Geography 65c, Natural Advanced Geography \$1.25, Reed's Word Lessons 30c, Webster's Primary Dictionary or preferably Academic Dictionary \$1.50, Montgomery's Beginner's U. S. History 60c, Barnes' or equivalent U. S. History \$1.00, American Neighbors 65c, Modern Europe 65c.

This list I think includes every book authorized for the grades and that pupils are asked to buy. Some books are used whose names do not appear because they are dropping out, as Harper's Geography, Wentworth's Arithmetic, etc., but their cost is less than that of the equivalent texts given. The total cost of the 25 books named is \$14.30. This is the outside expense to parents for books for the first seven years of school life, and makes an average of \$2.05 per year. This total can be lessened materially by buying second-hand books and a primrry dictionary instead of an academic. This list does not include supplementary readers furnished by the district and owned by it.

To do all the work offered by the high school, a pupil will need: The Silver Star 50c, The Sovereign Wreath 60c, The Imperial Wreath 75c, The Ship of Life 50c, Greenough and Kittredge's Caesar or equivalent text \$1.50, Virgil \$1.75, Caesar \$1.50, Moulton and Collar's Preparatory Latin Prose 80c, Collar and Daniell's First Latin Book \$1.10, Collar's Via Latina 80c, Allen and Greenough's Latin Grammar \$1.50, Höher als die Kirche 25c, L'Arrabbiata 25c, Maria Stuart 60c, Collar's Shorter Eysenbach \$1.10, Super's Elementary German Reader 50c, Olney's Elements of Geometry \$1.25, Complete Algebra \$1.25, Wentworth's Trigonometry \$1.50, Lewis's First Book in Writing English 80c, Hill's Elements of Rhetoric 0c, Brooke's Primer of English Literature 0c, Richardson's American Literature 0c, Swinton's Word Analysis 35c, Montgomery's Book-keeping \$1.00, Hutchinson's Physiology \$1.25, Smith's Smaller History of Greece 0c, of Rome 0c, of the East 0c, Scripture History 0c, Morris's England 0c [books marked 0c belong to the school library] Quackenbos's History of the Word \$1.25, Andrew's Man-

ual of the Constitution \$1.00, Gray's School and Field Botany \$1.80, Tarr's First Book in Physical Geography \$1.10, Orton's Comparative Zoölogy \$1.80, Freer's Elementary Chemistry 90c, Appleton's Physics \$1.25, a total expense to the pupil of \$30.50.

To do properly the work indicated requires five years. The school has a four years' high school course and does the eighth year grade work. The yearly average cost for books in this department then is \$6.10. It is not expected that many of our pupils will do all the work indicated, although we do not hesitate to recommend doing all of it. Figuring for a diploma and a minimum cost of books, I find a pupil can secure a diploma at a cost of \$18.00 for books. This means four years with an average of \$4.50 per year. The maximum cost for the twelve years is \$44.80; the minimum for 11 years \$33.30, and the average respectively \$3.74 and \$2.94. Add to the first total the retail price of books marked oc and of two others much used as manuals—Colton's Zoölogy and Shaw's Physics by experiment—and \$52.80 is the cost at retail, and for new books of all texts authorized for the schools, except some light, inexpensive supplementary reading furnished by the district, an average of \$4.40. At graduation the pupil has sixty-five at least fairly representative text books.

A very considerable item of expense and one, I suspect, that is reckoned in the cost of text-books is the stationery pupils buy and use. There is no means at command to determine how much this item amounts to, but it is large, and very often in excess of what it might be, since children are not careful buyers.

ADOPTIONS.

Prior to 1890, the records of the Board have little mention of adoptions and changes. The following is from memory and such data as is attainable.

TEXT-BOOK ADOPTIONS AND CHANGES.

Readers—1882 U. S. About 1885 Harper's.....Still used
 Spellers—1876 Watson's. 1897 Reed's.....Still used
 Word Analysis—About 1877 Swinton'sStill used
 English Grammar—1872 Harvey'sStill used
 English Composition—About 1885 Swinton's. 1898 Lewis's.
 Geography—1872 Cornell's. 1881 Harper's. 1898 Frye's Primary and
 Advanced Natural.
 Arithmetic—1872 French's. 1888 Numbers Illustrated, Felter's Inter-
 mediateStill used
 Arithmetic—1888 Robinson's Beginner's and Saddler's. 1897 Went-
 worth's. 1898 Walsh. We tried Wentworth's last year and are try-
 ing Walsh this.
 Book-keeping—About 1873 Bryant & Stratton's. 1897 Montgomery's.

- U. S. History—1872 Barnes'. Other texts acceptable..... Still in use
 Rhetoric—1872 Hart's. About 1885 Hill's Elements..... Still in use
 English Literature—About 1883-5 Brooke's Primer Still in use
 American Literature—About 1888 Richardson's Primer..... Still in use
 Latin Grammar—About 1876 Allen and Greenough's..... Still in use
 Latin Lessons—About 1876 Latin Method; about 1885 Jones's. 1895
 Collar and Daniell's.
 Latin Prose—About 1885 or 87 Jones's. 1898 Moulton's Preparatory.
 Caesar—About 1877 Allen & Greenough's or any other text... Still used
 Cicero—About 1878-9 Allen & Greenough's or any other text. Still used
 Virgil—About 1880-81 Allen & Greenough's or any other text. Still used
 Physical Geography—About 1880 Guyot's. 1898 Tarr's.
 Botany—About 1874-5 Gray's How Plants Grow. About 1878-9 School
 and Field.
 Physiology—1871 Hutchinson's..... Still used
 Physiology in the Grades—1897 Stowell's Series.
 Zoölogy—1872 Tenny's. About 1879-80 Orton's..... Still used
 Physics—1872 Cooley's. About 1876 Norton's. 1895 Appleton's.
 Algebra—1872 Ray's. 1877 Olney's Still used
 Geometry—1876 Olney's Still used
 Trigonometry—1884 Wentworth's..... Still used
 Civil Government—About 1875 Andrews' Still used
 General History—1876 Quackenbos's Still used
 History of the East—About 1880-83 Smith's Smaller..... Still used
 History of Greece—About 1880-83 Smith's Smaller..... Still used
 History of Rome—About 1880-83 Smith's Smaller..... Still used
 History of England—About 1880-83 Smith's Smaller. About 1884 Mor-
 ris's Still used
 Scripture History—About 1880-83 Smith's Smaller..... Still used
 German Readers—1896 Collar's Eysenbach, Super Still used
 German Texts—1897 Höher als die Kirche, Der Neffe als Onkel.
 Chemistry—1897 Freer's.
 Music—1892 Loomis's. 1897 Model Series.
 Dictionary—About 1880 Webster's Primary or Academic.
 Language—About 1881 How to Talk Still in use
 Language—About 1882 or 83 How to Write. Dropped 1898.
 Youth's U. S. History—About 1880 Goodrich's Child's. 1897 Montom-
 ery's Beginner's.

In each case the last book named is the one now used. About means as near as I can recall. We have no records prior to 1872; from 1872 to 1890 they are not very full. The foregoing is a fairly complete showing of the books used in our schools during the past twenty-eight years. There have been two or three books not named that were used temporarily, as, for instance, Stickney's First or Second Reader. In such cases

the book filled a temporary gap but was not adopted. Readers, like newspapers, become stale to those handling them overmuch. A few mistakes have been made of course. As will be readily seen, most of these have come from getting the wrong book at the introduction of a study. In the formative stage of the course it was difficult to tell just what text best suited our needs and opportunities. (The foregoing was presented to the Board December 9, 1898.)

The text-book problem is one of the great annoyances of school administration, and parents will do the authorities a kindness by reporting any deficiencies that home tests may bring to view. A good school book is a good home book. Our people are asked to consider that a pupil as he progresses in the schools has to provide for himself several readers of different grades, several arithmetics, language books, geographies, etc., and that buying a new book is evidence of a forward step by the learner, rather than that we have been changing text-books in the usual meaning of the expression. Satisfactory books and efficient teachers have never been set aside whimsically.

Presuming a little upon this year's record, it may be well to state that in July the Board gave the Superintendent authority to test White's Elements of Algebra, DeGarmo's Language Lesson's No. II.; and in August, Lowe and Ewing's Caesar in classes during the current year.

DOMESTIC SCIENCE.

Manual training in our schools has taken the form of domestic science. The Woman's clubs in the district have prominently asserted for several years that the schools are not doing enough for the homes represented, not doing so much as they can and should. The school authorities believed their revenues were insufficient for the proposed addition to the curriculum. July 2, 1897, Mrs. S. T. Busey, a member of the Board of Education, asked that body what help it would furnish towards establishing a department of Domestic Economy in the schools. After some discussion a motion to appropriate \$250 was made. The resulting vote was three for the proposition and three against. The president, Dr. J. E. White, felt unprepared to give the casting vote, and asked time to consider his duty in the premises.

August 6 following, President White reported that he voted aye for the proposition to appropriate \$250 towards defraying the expenses of giving instruction in the art of cooking and related subjects.

The employment of a teacher, the furnishing of a room, the plan of procedure, were left to a committee named at an open meeting of citizens called by the Woman's clubs early in the year. This placed the organi-

zation in the hands of the clubs, and they assumed the necessary responsibilities, the Board being represented by its committee and superintendent.

Miss Alice E. Demmon, a graduate of the Minnesota State University and of Pratt Institute, was employed, and directed to put the department upon its feet. Miss Demmon knew what to do and how. A basement room, originally designed as a gymnasium, was fitted with a steel range, a gas range, a sink, the necessary plumbing, tables, stools, etc., donated by friends of the enterprise, the entire expense approximating \$115. The management had \$250, payable in nine equal monthly installments; how to provide the remainder of the operating fund was its immediate concern. It was decided to canvass the ladies of the city with tickets of membership in cooking classes. The response was generous, some sixty joining the classes at \$3 each. Advertising brought a few small additions to the fund, and a dinner given to teachers and pupils attending the county final examinations netted nearly \$100. These various receipts amply met the entire expense of the department both for cooking and sewing.

The enterprise was popular from the first. The ladies were enthusiastic in their work. Eighty girls of the high school voluntarily entered the cooking classes, and had one lesson of two hours' duration each week. Three boys, by earnest request, were permitted to join these classes.

The sewing was as fully appreciated as the cooking. A few more than 700 pupils, boys and girls, in the grades, availed themselves of the opportunity thus presented. There was no compulsion in any of this work. So satisfactorily did the department meet its duties and opportunities as to justify the Board of Education, without a dissenting vote, in formally assuming full control for the ensuing year, 1898-99, and in widening its scope and facilities to meet increasing demands. To show something of the feeling of pupils for it: At the opening of the present year, boys began to request permission to enter the cooking classes. They were discouraged, but persevered and banded together until a class of nineteen pledged themselves for the year, and are doing the same kind of work as the girls.

Following are summaries from Miss Demmon's report for 1897-98:

KITCHEN EQUIPMENT.

Five tables, 1 granite teakettle, 1 sink and plumbing, 1 large table, 1 dish pan, 5 food charts, 1 pail (2 qt.), 2 cupboards, 1 boiler, 2 coffee pots, 2 water pails, 5 double boilers, 5 sauce pans (1 qt.), 1 dozen pans (gal.), 5 Dover egg beaters, 1 steel range, 1 gas range, 5 toasters, 1 towel rack, 5 Daisy egg beaters, 2 dozen teaspoons, half dozen vegetable knives, 5 biscuit cutters, 1 sieve, 1 set bread knives, 5 soap shakers, 2 large bread tins,

5 bread boards in tables, 1 dozen cups and saucers, 6 vegetable dishes, 1 dozen dish towels, 10 jelly cake tins, half dozen forks, 1 steamer, 5 pepper boxes, 1 butcher knife, 10 bread tins, 10 six quart tin pans, 5 rolling pins, half dozen glasses, 5 small plates, 1 dozen dish cloths, 1 dozen case knives, half dozen table spoons, 10 measuring cups, 1 strainer, 1 apple corer, 1 French frying pan, 5 asbestos mats, 1 meal board, 6 white bowls, 2 pitchers, 1 wash board, 2 angel cake tins, 4 sets gem pans; 5 small boxes, 1 ice cream freezer, 1 colander, 1 frying basket, 1 wire dish cleaner, 1 dozen plates, 6 large yellow bowls, 2 quart jars.

LESSON I.

Informal Discussion upon meaning of Domestic Economy. Definition and scope of the subject. Talks upon cereals. Starch and starch cooking. Oatmeal and apples. Practical work.

LESSON II.

Notes upon dish washing; upon care of dining room. First principles of table setting. Albumen and starch and their cooking discussed. Vegetable and white sauce.

LESSON III.

Review of cooking starch and albumen. Batters. General rule for mixing. Pop-overs and baking powder biscuits. Principles of making batters light.

LESSON IV.

Batters continued. Muffins. Omelets.

OUTLINE.

The practical work has consisted in:

1. How to make a fire and regulate the draft.
2. Cooking of cereals.
3. Vegetable. White sauce.
4. Meat cooking: (a) boiling, (b) broiling, (c) roasting, (d) par boiling.
5. Batters: (a) pop-overs, (b) muffins, white, whole wheat.
6. Doughs: (a) baking powder biscuits, (b) Swedish rolls, (c) bread, whole wheat, white, (d) cookies.
7. Simple desserts.
8. Frozen desserts.
9. Invalid dishes. In connection with this, some hints were given upon the care of the sick.

Regular class work consisted in:

1. Copying of receipts by class.
2. Questions and talks upon the composition of the materials to be used in the lesson.
3. Directions for the work given.
4. Dishes prepared by class.

5. Utensils washed and put away.
6. Tables scrubbed and kitchen put in order.
7. Sink cleaned.
8. Dish towels washed.

The aim has been primarily educational, at the same time thoroughly practical. While bringing the girls into close relation with the common activities of life, and teaching them to observe, to use their hands, and to form judgments for themselves, the work has been intended to give them a training that will be helpful in their home life, by teaching them to be useful, sensible and independent. The work in cooking was given only to pupils in the high school.

SEWING.

Sewing has been introduced into all the grades from the primary to the high school. It has been impossible to grade the work properly, as many of the higher grades were as untrained in the use of the needle as those in the lower.

First primary rooms have done work upon cards, pricking designs and outlining them with colored thread. Drilled upon position in sewing, threading the needle, making a knot, use of the thimble and scissors, neatness and general care of work.

Second primaries have been instructed along the same lines, have learned to make the different stitches upon canvas and upon muslin. Position of needle and work in running, basting, overhanding, stitching, back-stitching and hemming have been quite thoroughly taught to all the children, together with some training in gathering, putting on bands and more advanced work.

OUTLINES.

1. Designs upon cardboard pricked.
2. Threading needle, tapestry needle, coarse thread.
3. Designs outlined.
4. Position of work.
5. Use of thimble.
6. Overcasting, running, stitching, back stitch, and combination stitch taught, using coarse canvas and Saxony yarn.
7. Threading common needle and knotting the thread.
8. Designs upon unbleached muslin traced by using stitches previously learned. Talk upon cotton, wool and silk. Talk upon wearing.
9. Overhanding and matching stripes.
10. Hemming practiced.
11. Small pillow case made. Even basting stitch, stitching, overcasting, folding and basting hem, hemming.
12. Exercise in wide and narrow hemming.

13. Making small bag. Even basting stitch, combination stitch, overhanding, hemming, running, placing draw strings.
14. Making doll's apron. Basting, hemming, gathering, placing band, placing string.
15. Making a doll's waist. French seam, bias facing, cutting true, bias hemming.
16. Patching.
17. Placing gusset.
18. Overhanding selvage, sewing on lace.
19. Felling.
20. Sewing on tapes, hooks and eyes.
21. Making button holes.
22. Making small skirt.
23. Stocking darning.
24. Darning on woolen goods.
25. Making apron.
26. Draughting and making underwear.

This year (1898-1899) pupils in the high school are sewing.

HISTORICAL.

Political equality is the distinctive idea of American civilization. Men can be equal only as they severally profit alike from the common advantages they inherit. Men are safe politicians only to the extent of their knowledge. "It was ever the custom, and it soon became the law, in Puritan New England that none of the brethren shall suffer so much barbarism in their families as not to teach their children and apprentices so much learning as may enable them perfectly to read the English tongue." Jefferson, pre-eminently the scholarly statesman of our revolutionary and constitution-forming periods made knowledge the climax of the three necessary factors of good government. Massachusetts and Virginia recognized that ignorance is an easy dupe of tyranny and that illiteracy is a phenomenon of ignorance.

The wisdom of our fathers made the public school a ward of the state and most of the American commonwealths have been considerate and liberal guardians. Nor has any state gone beyond a reasonable oversight and supervision of school aims, equipments and routine. The home before the state even benefits from intelligent leadership and therefore has a determining voice in the instruction of its youth. The latter makes tuition possible while the other makes it efficient for social as well as civic duties. Both contribute to meet necessary expenses. The records of the State office show, that for the year ending with last June; the State gave one million dollars and the districts fifteen millions



THORNBURN HIGH SCHOOL.

to common school education. Whether this was an equitable division is open to controversy, but that it is indicative of confidence and progressive ambitions is beyond question.

Our community is the peer of any other in the state in its school ideals, and in contributing according to its property to the realization of these ideals. For several years local taxation for educational purposes has been up to the statutory limit. Unfortunately for the purposes of this sketch, District Three has no records back of April 1, 1869, accessible to me, but the writer remembers a school building on the lot now occupied by the First Methodist Church. About 1854 a series of Methodist academies was planned for the towns of Central Illinois, and buildings were erected in Danville, Paris, our own city; perhaps in other places. The one built here, known as The Seminary, stood on the square now occupied by the Third Ward Schools. It had one large and two medium assembly rooms with four recitation rooms.

Dr. Miller, a Kentucky clergymen, organized the school and was its first principal. Health failing him, his son, R. T. Miller, for many years one of our foremost citizens and at one time County Treasurer, completed Dr. Miller's term. Dr. Jaynes succeeded to the principalship. The school law of 1855 added new strength to efforts at popular education. The district purchased the seminary building and if memory be not in fault our townsman, Mr. T. R. Leal, was chosen principal. Being chosen County Superintendent he was followed in the district school by Messrs. Wheeler, M. A. Coffeen, McCullough, and Marshall. The order of succession may not be exactly correct and there may be an omission. The items of this paragraph are from memory. Among the assistant teachers of these years the writer remembers Miss Mary Hall, a most capable instructor, untiring, unselfish, kind, patient, inspiring, as near the ideal teacher as any that has touched my life. In 1865 Professor T. J. Burrill became principal. In 1868 he resigned to accept his professorship in the State University and was succeeded by Mr. Hamilton, who had been teaching in Champaign for some years. Being in poor health, he resigned and was followed by a Mr. Austin, who gave way to M. A. Coffeen, of Champaign.

April 1, 1869, a special act of the Legislature organized the territory within the limits of the city of Urbana into a common school district. This act made the Board of Education an appointive body, chosen by the city council with the mayor and city clerk *ex-officio* President and clerk. Members were appointed for one year and all terms expired at the same time. The Treasurer of the city was also school treasurer. The Board annually determined the revenue necessary for school purposes and reported to the city council, and that body had power to diminish or increase the amount asked for, as its judgment dictated.

The educational duties of the Board did not differ materially from those of bodies operating under the general law. The school was dominated by the city organization, instead of being a parallel and independent authority. Electors chose city officers and these selected school officials and held a check upon school expenditures in making educational appropriations a part of the city revenue. This special charter remained the law of the district until November 8, 1890.

By virtue of his office as mayor of the city, each of the following was President of the Board of Education for the time specified:

Myron S. Brown, June 23, 1869—June 20, 1870.

W. J. Ermentrout, June 20, 1870—June 12, 1871.

Eli Halberstadt, June 12, 1871—April 28, 1874.

Royal A. Sutton, April 28, 1874—May 3, 1875.

J. T. Miller, May 3, 1875—May 7, 1877.

A. P. Gunningham, May 7, 1877—April 26, 1880.

S. T. Busey, May 25, 1880—May 15, 1889.

C. A. Besore, May 15, 1889—November 8, 1890.

The City Clerk was *ex-officio* Clerk of the Board of Education and the following named held the office for the periods opposite their respective names:

J. S. McCullough, June 23, 1869—March 7, 1870, resigned.

Albert Russell, March 7, 1870—reappointed June 12, 1871, June 17, 1872; resigned September 1, 1872.

F. M. Allen, June 20, 1870—September 1, 1873, resigned.

J. W. Porter, September 1, 1873—May 1, 1876, term expired.

J. D. Jaquith, May 1, 1876—May 7, 1877, term expired.

C. B. Holmes, May 7, 1877—November 8, 1890.

BOARD MEMBERS.

<i>Year.</i>	<i>Name</i>	<i>Ward.</i>	<i>Date of appointment.</i>
1869	G. G. Webber	1	June 23
	A. O. Clapp.....	2	June 23
	A. M. Ayers.....	3	June 23
1870	A. F. Hays.....	1	June 20
	Allen McClain	2	June 20
	A. M. Ayers.....	3	June 20
1871	A. F. Hays	1	June 19
	A. O. Clapp	2	June 19
	A. M. Ayers.....	3	June 19
1872	G. G. Webber	1	June 17
	A. F. Hays.....	2	June 17
	A. M. Ayers.....	3	June 17

1873	G. G. Webber	1	July 7
	J. C. Sheldon	2	July 7, declined
	F. G. Jaques	3	July 7, declined
	S. H. Birney	2	July 10
	James Dunlop	3	July 10
1874	G. G. Webber	1	June 8
	Abram VanTuyt	2	June 8
	T. R. Leal	3	June 8
	George Besore	4	June 8
1875	R. A. Webber	1	May 3
	Dudley McClain	2	May 3
	F. M. Wright	3	May 3
	John A. Myers	4	May 3
1876	Louis Wagner	1	June 5
	A. Hollister	2	June 5
	A. P. Cunningham	3	June 5
	John A. Myers	4	June 5
1877	F. E. Eubeling	1	May 14
	A. Hollister	2	May 14
	John W. Somers	3	May 14
	Jesse D. Jaquith	4	May 14
1878	G. G. Webber	1	June 3
	S. H. Busey	2	June 3
	Z. E. Gill	3	June 3
	Alex. Spence	4	June 3
1879	William T. Sutton	1	June 2
	S. H. Busey	2	June 2
	J. E. Hunt	3	June 2
	Alex. Spence	4	June 2
1880	George W. Curtiss	1	June 7
	S. H. Busey	2	June 7
	J. E. Hunt	3	June 7
	Z. F. Sharp	4	June 7
1881	F. E. Eubeling	1	June 6
	N. A. Riley	2	June 6
	T. R. Leal	3	June 6
	George W. Call	4	June 6
1882	William I. Saffell	1	June 5, resigned December 4
	N. A. Riley	2	June 5
	J. E. Hunt	3	June 5
	John Ross	4	June 5
	Ozias Riley	1	January 1, to fill vacancy
1883	John Thomas	1	June 4
	G. W. Curtiss	2	June 4

	J. E. Hunt.....	3	.....	June	4
	John Ross.....	4	.....	June	4
1884	J. C. Thomas	1	.....	July	7
	T. A. Lewis	2	.....	July	7
	J. E. Hunt.....	3	.....	July	7
	George W. Call.....	4	.....	July	7
1885	John C. Thomas	1	.....	June	1
	M. Lowenstern.....	2	.....	June	1
	J. E. Hunt.....	3	.....	June	1
	M. S. Parks.....	4	.....	June	1
1886	Jacob Weisenberger	1	.....	June	7
	N. A. Riley.....	2	.....	June	7
	J. E. Hunt.....	3	.....	June 7, resigned	September 6
	M. S. Parks.....	4	.....	June	7
	W. G. Brown.....	3	.....	September 6, to fill	vacancy
1887	Jacob Weisenberger	1	.....	June	1
	N. A. Riley	2	.....	June	1
	F. M. Wright.....	3	.....	June	1
	Isaac B. Smith.....	4	.....	June	1
1888	Stephen Smith.....	1	.....	July 2, failed to qualify	
	John H. Dugan	2	.....	July	2
	F. M. Wright.....	3	.....	July	2
	William Beasley.....	4	.....	July	2
	Jacob Weisenberger	1	.....	August 6, to fill	vacancy
1889	Jacob Weisenberger	1	.....	June 3, resigned	July 1
	Mrs. H. W. Mahan.....	2	.....	June 3, resigned	July 1
	G. W. Hubbard.....	3	.....	June 3, resigned	May 15, 1890
	I. B. Smith	4	.....	June	3
	F. E. Eubeling.....	1	.....	July 1, to fill	vacancy
	N. A. Riley.....	2	.....	July 1, to fill	vacancy

The vote for or against Organization under Free School Law was canvassed at a meeting held, May 5th, 1890, with the following result:

For Organization under the Free School Law, 522 votes.

Against Organization under the Free School Law, 13 votes.

July 7th, 1890, a communication from the State Superintendent of Public Instruction was read (to the city council) stating "That on consulting with the Attorney General they were agreed that the vote to abolish the special charter takes away from the city council the right to further control the schools, and that the board now in office (C. A. Besore, President; C. B. Holmes, Clerk; F. E. Eubeling, First Ward; N. A. Riley, Second Ward; I. B. Smith, Fourth Ward); should hold over and transacted the business of the district until the new board is elected as provided by law." (We are indebted to City Clerk C. B. Holmes for the foregoing compilations].

Sometime between 1865 and 1870 two lateral additions, each of two rooms, a lower and an upper, were made to the Seminary, which thus became a seven-room building, accommodating eight teachers. In January [30th ?], 1872, the building burned, having caught fire from one of the stove chimneys and the city being destitute of fire protection. Rooms were at once rented, five in what is now the Masonic and Cantner block and the basement of the Universalist church. Within two weeks, these were fitted, furnished, and the schools again comfortably housed.

The Board's records are silent as to the election for and against issuing bonds for building purposes, but \$20,000 were voted and sold. The rate of interest was ten per cent. Ten years later, (1882), this debt was refunded at $5\frac{1}{2}$ per cent., \$1,000 of principal payable yearly, \$6,000, all that remains of this issue, are supposed to be locked up in the Spalding defalcation of University funds as no bond or interest coupon has been presented for payment since 1896. \$3,000 of this amount is thus non-interest bearing. The minutes say nothing of the insurance received but the treasurer's report for '72-5 models of neatness and clearness, are before me and specify \$9,933.34. Incidentally these reports also show that thirty years ago money and its custody were expensive necessities. A teacher's order for \$45.00, in more cases than one, cost the district \$6.50 interest; the treasurer's commission for '72 was \$350.96, for '73, \$478.77; paid for teaching, year ending May 31, 1873, \$2,016.50 showing a lot of orders outstanding.

Geo. W. Bunting received \$250.00 as architect presumably for the plans and specifications for the high school (3rd ward) building and E. F. Gehlman \$150 for architectural work, probably the plans and specifications of the 2nd and 4th ward buildings. June 8, 1872, Board of Education met to open bids for the proposed buildings. Nine separate bids were presented ranging for the high school from \$16,000 to \$27,000; for the wards from \$8,012 to \$11,850 each. The contract for the high school building was let to H. O. Adams, of Urbana, for \$16,000, the lowest bid. The letting of the contract for the ward buildings was deferred (giving time to modify plans.) The building provided for has seven school rooms, one being a double room, has floor space for four hundred sitting, is heated by furnaces, is a substantial and comfortable ward building.

June 26, 1872, the Board of Education met to open sealed proposals for erecting the two ward buildings that had been agreed upon. Six propositions were presented, the bids ranging from \$4,037.50 to \$5,635 each. E. F. Gehlman, of Springfield, was awarded the contract as his was the lowest bid. Each of the two buildings then ordered had two rooms with roomy basement and extravagant attic. The dormer win-

dows mark the only change that has been made in the external appearance of these buildings. The schools opened December 9th, with nine teachers and three unoccupied rooms. For 1874, twelve teachers were employed.

March 27, 1874, a petition was presented the Board of Education asking to have the question, "For or against organization under the Free School Law," submitted to the voters of the district at the next municipal election. The petition was granted. The minutes make no mention of the resulting election, but the question was lost. Twelve teachers employed for 1873. This year teachers were examined by the Board. On March 27, 1875, a petition was presented asking that the question of Organization under the Free School Law be submitted to a vote of the people at the ensuing city election. The petition was granted. Again the minutes are silent as to the result. Twelve teachers employed for 1876. County Superintendent's certificates required.



THIRD WARD SCHOOL.

July 6, 1876, a scale of wages for teachers was adopted. Twelve teachers were employed for 1877. Thirteen teachers employed for 1878, and basement of Universalist church rented. April 2, 1878, a petition praying the Board to order an election to vote upon the question of Organization under the General School Law was presented and granted.

Thirteen teachers for 1879, also for 1880, 1881, 1882, 1883, twelve 1874, 1885, thirteen for 1886.

April 23, 1886, the Principal reported the seating capacity of the schools with the enrollment and daily attendance of the several departments. The rooms were pronounced overcrowded and the Committee on Buildings and Grounds (Hunt and Lowenstern) was instructed to obtain estimates of making the necessary additions to the high school building. June 24 this committee presented plans and specifications. July 2, the Finance Committee (Park and Riley) was asked to present these plans, estimates, and such recommendations as its members thought necessary, to the city council. The minutes tell nothing of subsequent proceedings except to say, July 29, M. W. Kaucher was granted an order for \$800.00 to apply on school contract; again September 9, \$1068.25. On this date by authority of the city council the Board issued an interest-bearing order for \$500, payable July 1, 1887, one for \$600.00 payable July 1, 1888, one for \$600.00 payable July 1, 1889, one for \$300.00 payable July 1, 1890, to meet contract for school building. This is the primary building of the Third Ward which is a brick structure of two rooms with sittings for a hundred pupils. Its cost exclusive of site seems to have been \$1,868.25. Fourteen teachers were employed for 1887 and holidays fixed—Thanksgiving and the day following, the afternoon of December 24, and Decoration Day.

Fourteen teachers employed for 1888, 1889. September 11, 1889, a petition asking that the question of organization under the Free School Law be submitted to the voters of Urbana school district was filed. Fifteen teachers for 1890. Truant officer employed. January 10, 1890, a resolution was carried making provisions for the election prayed for in the foregoing petition. The records of May 9 show that 522 voted for organization and 13 against. The assets of the district August 21, 1890, were \$40,020.69, liabilities \$12,872.36. Sixteen teachers for 1891, including Number Four.

The foregoing are facts of general interest from the records of the special act organization. These excerpts scarcely hint at the financial struggles of Boards and teachers during the depressive years from about 1876 to about 1890, but the musty reports and the occasional entry of the clerk have the aroma of corporate poverty and spell the discontent of underpaid employes. The genius of earnest efforts, both of officers and teachers, kept the schools in line and yearly added to their efficiency. One peculiar feature of the charter administration was the allowance of a small compensation, usually twenty-five dollars per year, to each member for services rendered. As further proof of the depressed finances of the district the county records show that its assessed valuation in 1873 was \$908,202; 1874, \$862,590; 1875, \$893,280; 1876, \$690,868; 1877, \$708,-

247; 1881, \$420,492; 1887, \$401,830; 1890, \$448,223. These figures indicate better than any words can tell how the growing school population suffered as the assessor annually sought to minimize the anathemas of the property holder: the statutory limit of 2 per cent. for educational purposes being constant. In 1873 the district could have had a revenue of \$18,164 by special levy, while in 1887 this revenue could be \$8,036, and in 1890 \$8,964.

The vote to organize under the general school law made necessary a redistricting of the township, a function of the township board of trustees. For twenty-one years the boundaries of the district and of the city had been identical. In the readjustment of district lines in 1890, by officers whose personal interests would seem to have urged the *status quo* (my remembrance is that no one of the trustees was a resident of Number Three), the designation (3-19-9) was unchanged and the territory was made to include all of sections 22, 21, 20, 15, 16, all of 17 except the southwest quarter of the southwest quarter (40 acres, the east half of section 18 except the south half of the southeast quarter (80 acres), all of sections 10, 9, 8, except the north half of the north half of each (160 acres), and all of the east half of section 7 except the north half of the northeast quarter (80 acres). As thus constituted the district lacks forty acres of being the equivalent of nine full sections. The State University and the Poor Farm, however, give us no direct revenue.



DISTRICT NO. 4.

November 8, 1890, the recently elected President and Members of the Board of Education of District 3, Township 19 N., Range 9 East of the

Third P. M., assembled at the call of the President-elect, F. E. Eubeling, and organized. Unlike preceding boards, this is a continuous body and is amenable only to State authority and the annual election. The Presidents have been—

F. E. Eubeling, November 8, 1890, till April 27, 1891.

N. C. Ricker, April 27, 1891, till May 4, 1895.

F. E. Eubeling, May 4, 1895, till April 20, 1896.

J. E. White, April 20, 1896, till —.

The membership has been as follows:

Edward Dodson, November 8, 1890—April 1, 1891, resigned.

M. S. Parks, November 8, 1890—April 27, 1891, term expired.

John Thornburn, November 8, 1890—April 18, 1898, term expired.

Mrs. Elizabeth Wright, November 8, 1890—April 20, 1896, term expired.

Mrs. Mary E. Webber, November 8, 1890— —.

Fred Pell, November 8, 1890— —.

A. S. Boyd, April 27, 1891—April 23, 1894, term expired.

E. M. Knowlton, April 27, 1891—April 18, 1892, term expired.

Mrs. T. J. Burrill, April 18, 1892—May 4, 1895, term expired.

Mrs. J. R. Ijams, April 23, 1894,—April 19, 1897, term expired.

T. R. Leal, May 4, 1895— —

V. W. Shuck, April 20, 1896—April 19, 1899, term expired.

Mrs. S. T. Busey, April 9, 1897— —

Wm. I. Saffell, April 18, 1898— —

W. W. Huss, April, 19, 1899— —

The secretaries have been:

M. S. Parks, November 8, 1890—April 27, 1891, term expired.

J. W. Hays, April 27, 1891— —

The new organization in aim was neither revolutionary nor reformative. It took charge of the schools as the city administration left them. At first teachers merely noted a change in paymasters, later the regular visiting of the schools by the committee assigned that duty. For the first time in our history women were given authority in the general management and supervision of the schools, and quickly showed the wisdom of the innovation. The legal powers and duties of officers, members, teachers and pupils were codified from the statutes and the customs of the schools, and the organization of the board was formulated. (See report of 1894, pp. 31-50).

December 1 the visiting committee (Mrs. Wright and Mrs. Webber) reported the visiting of six rooms and as well pleased with the condition of the schools. February 2, 1891, the Committee on Buildings and Grounds was instructed to consult a competent architect as to the best methods of enlarging the east and west ward buildings.

March 2 this committee reported that for about \$1,100 each two new rooms in each of these buildings could be provided. July 6, M. W. Kaucher was awarded the contract for making the proposed changes in the west ward building at \$1,100, extras \$42.55. Eighteen teachers were employed in 1892. July 11, 1892, Mr. Thornburn reported the letting of the contract for repairing and remodelling the fourth ward building at \$1,121.50. Twenty teachers employed for 1893, among these a special teacher for vocal music and a special teacher of drawing. Twenty for 1894.

April 9, 1894, a communication from the Trustees of the State University making certain propositions for the establishing of a model school in connection with the University's department of pedagogy was received and filed. April 23 Prof. McMurry met with the board and explained the purposes of the University authorities in their proposition of the 9th. The board accepted the proposition with specified conditions protecting its rights as guardian of the school interests of the district. This school never materialized because its projector, Prof. McMurry, resigned to accept a position in Buffalo, N. Y., and left the experiment friendless, rather sponsorless.



THIRD WARD SCHOOL.

Twenty teachers for 1895. April 6, 1895 the committee on buildings and grounds was instructed to consider the advisability of purchasing Baptist church building and utilizing it for school purposes. May 4, the

committee reported having accepted a proposition from the trustees of said church to place the building in position on the third ward premises for \$450, and an order for that amount was issued. Subsequently \$591.47 was spent in putting the building into shape for school use, making a total cost of \$1,041.47. The result was two of the best school rooms in the district with a small room for recitation purposes. Twenty-two teachers for 1896.

May 9, 1896, President White stated that he had visited several schools and was pleased with their condition except as to numbers. "There is at least a half more pupils per teacher than should be." This brought up the question of the propriety of agitating for a new high school building. The members individually expressed themselves as favoring, but two preferred a township high school. It was mutually agreed to talk the matter over with business men and citizens. June 4, a petition signed by 310 citizens asking that an election as soon as it could be called legally be held to authorize the Board of Education to issue bonds for the erection and equipment of a high school building, for the location and purchase of a site for the same; or to provide funds to make necessary additions to ward buildings. Secretary was instructed to prepare and post notices of said election for June 20. June 22, Mr. Pell reported the results of said election as follows:

For issuing bonds to the amount of \$20,000 to build a high school building, 430.

Against issuing bonds to the amount of \$20,000 to build a high school building, 115.

For issuing bonds or levying a special tax to make necessary additions to buildings now used, 63.

Against issuing bonds or levying a special tax to make necessary additions to buildings now used, 68.

For Pentecost site, 401. For DeYoung site (south end of Race street), 94. Present site, 5.

Special committee to investigate the legality and the formality of the election of June 20. Mr. Wm. B. Webber, June 23, reported his opinion that the propositions voted upon the 20th were not sufficiently particularized to facilitate the ready sale of bonds issued under its instructions. Mr. Webber with the secretary was asked to prepare carefully the necessary forms for a new election. July 1, the board met to receive and act upon the following petition:

"To the Honorable Board of Education of School District No. 3 of Township 19 N., R. 9 E. 3d Principal Meridian:

The undersigned being more than one-fifth of all the legal voters of said school district No. 3, respectfully ask that you cause to be submitted to the legal voters of said district in the manner provided for by law the following propositions, viz:

For or against the proposition to authorize the Board of Education of school district No. 3 in Township 19, N. R. 9 E. 3d P. M. to build a school house.

For or against the proposition to authorize the Board of Education of school district No. 3, Township 19 N. R. 9 E. 3d P. M., to purchase school house site.

For or against the proposition to issue bonds of School District No. 3, Township 19 N., R. 9 E. 3d P. M., to the amount of Twenty Thousand Dollars (\$20,000) due as follows:

Eight bonds each for \$1,000, due the 6th of July, A. D. 1903, 1904, 1905, 1906, 1907, 1908, 1909, 1910, respectively. Six bonds each for \$2,000, due the 6th of July, 1911, 1912, 1913, 1914, 1915, 1916, respectively. All of said bonds to bear interest at the rate of five (5) per cent. per annum, payable annually." There were 274 signatures. The petition was granted



and an election was called for July 11, 1886. July 13 Mr. Pell reported the results of the election as follows: For proposition first, 318 votes, against 137. For proposition two 317 votes, against 138. For proposition three 313 votes, against 142.

July 28, Mr. Thornburn formally announced to the board the presentation by himself and wife to District 3, Township 19 N. R. 9 E. 3d P. M., of the ground on the northwest corner of Railroad and North streets, known as the Pentecost site, and with dimensions as nearly as he could recall of 224 feet east and west and 141 feet north and south. Mr. Leal offered the following:

WHEREAS, Mr. John Thornburn has donated to School District No. 3, Urbana township, a site on which to place a high school building:

Resolved, That we, the Board of Education in said District No. 3, thankfully accept this valuable gift, highly appreciating the generosity of the donor, and that we will proceed to make all necessary arrangements to secure said site.

The President appointed Messrs. Thornburn, Leal, Pell, and Shuck, a special committee to carry out the wishes of the electors as expressed at the election of the 11th.



SECOND WARD SCHOOL.

Mr. Thornburn reported that on the 21st inst. his committee had examined nine sets of plans for the proposed building and had decided that those of Gill & Brown were best suited to our wishes and purposes. These were adopted. The Shewalter building, 2d ward, rented for a primary school; the eighth grade made a class in the high school. Twenty-four teachers for 1897. September 18, Messrs. Trowbridge & Co., of Chicago, made an offer (face value) for the \$20,000 in bonds, which was accepted. It will be remembered that this was a presidential

year in which the 16 to 1 issue wrought havoc with commercial transactions, and it had been freely predicted that the bonds could not be sold unless made payable principal and interest in gold.

It was also a year of labor depression and the board felt it would be a kindness to the community to push the building of the house as rapidly as might be done, thus giving labor an opening at a time of year when generally it has least to do. October 10, Board met to open sealed proposals. There were eight, one for brick-work only, ranging from \$18,500 to \$22,374. All bids were declared off and plans returned to architects for modifications. October 17, Board again met to consider bids, of which there were six ranging from \$16,996 to \$18,613.62. The contract was let to Frank Jahr, his being the lowest bid, \$16,996. October 20, the name Thornburn High School was officially recognized. The plans and specifications cost \$350. Mr. Phil Bevis appointed superintendent of



FOURTH WARD SCHOOL.

construction at a compensation of \$200 for the completed work. December 9, with appropriate exercises the corner-stone was laid. President White presided, Rev. George R. Smith opened with prayer, M. W. Moore led the audience, consisting in part of the seventeen schools, in singing "America." Supt. G. R. Shawhan spoke as representative of the state school system. Rev. J. F. Wohlfarth spoke for the church. Rev. George L. McNutt spoke for Mayor G. W. Hubbard. The High School Glee club sang. President White announced the contents of the box; the stone was laid and the exercises closed with "The Star

Spangled Banner." February 6, 1897, Superintendent Bevis resigned and J. C. Garman was chosen his successor. At this meeting \$11,000 of loan orders were purchased with the building fund which was lying idle. July 2, the board was asked to appropriate \$250 towards establishing and maintaining a department of domestic science in the schools. August 6, this appropriation was voted. The superintendent was authorized to permit instruction in stenography and typewriting provided these studies bring no additional expense to the district. October 4, it was shown that the building fund invested in loan orders had earned \$591.90. The following statement shows cost of Thornburn building up to October 4, 1897:

Site, insurance, &c, general fund.....	\$ 1,009 88
Furniture, plumbing, &c., general fund.....	736 83
Fence, heating, &c., general fund.....	457 33
Work, cleaning, grading, general fund.....	69 62
Contract price, building fund.....	16,996 00
Plans and engineer's fees, building fund.....	399 25
Labor, extra in excavating, building fund.....	150 75
Supervisor's fees, building fund.....	200 00
Filling lot, building fund.....	485 31
BUILDER—extras, building fund.....	905 70
85 per ct. heating contract, building fund.....	1,552 95
	<hr/>
	\$22,963 62

Twenty-eight teachers in 1898, there being added Domestic Science, English, Stenography and Typewriting and a grade school. The County Institute held its annual session of 1897 in the new building, and the high school moved into it in September. To the above statement of cost about \$500 must be added for laboratory fixtures, additional filling and other permanent additions, making the total cost within \$23,500. The building is designed to accommodate 250 high school pupils, giving them an assembly room, adequate recitation rooms, laboratories, closets and storage rooms. At this writing it houses 245 pupils, 45 of these being of the sixth grade. The district has comfortable sittings for 1,290 pupils; perhaps 150 additional can be crowded into the schools. One of the worst evils of nearly all school systems however is the overloading of the grade departments. These records show that the district has spent for school buildings (excluding sites) and additions:

1872....excluding extras, furniture, &c.....	\$24,495 00
1886....excluding extras, furniture, &c.....	1,868 25
1891....not including furniture.....	1,142 25
1892....not including furniture.....	1,121 50
1895....not including furniture.....	1,041 47
1896-7.....	23,500 00
	<hr/>
Total.....	\$53,148 47

During these years the buildings have been furnished throughout and kept in good condition, and, excepting the high school building only, none of the expense thus incurred appears in this statement.

It seems to me the foregoing is worthy of preservation. The history of the schools for the past thirty years is full of other interesting details and the proper ones to select for the printer have been a puzzle. In 1872 the studies pursued are given under reading, spelling, penmanship, arithmetic, geography, grammar, U. S. history, bookkeeping, elementary algebra, physiology, (now eighth grade work, except bookkeeping). 1873, natural philosophy, rhetoric and botany added; 1874 zoölogy added. With this compare pages 17 and 63. The average weekly attendance for 1870 was 309, for '71 329, '72 295 (a scourge of spinal fever almost decimated the schools,) for '73 413. So far the present year, 1900, the average daily attendance has been 1,007. In '70, '71 and '72 there were eight teachers, now there are thirty.

It may be of interest to know that at one time the board was a landlord, the owner of a farm which it rented and paid taxes upon. December 19, 1874, it was decided that unless Messrs. Wm. Sim and J. M. Davies, securities for W. N. Coler, guarantee the payment of the money due Urbana School District on bonds from said Coler, that suit would be pressed for its collection. July 14, 1877, Mr. Sim offered the $W\frac{1}{2}$ $NE\frac{1}{4}$ of Sec. 13, Town 18 N. Range 7 E. of the 3d P. M., to offset \$2,000 of said debt and note at 10 per cent. for balance, \$693.24. August 13, the proposition was accepted. January 15, 1878, this land was rented to Mrs. Roberts for \$175 payable January 1. January 30, 1879, was rented for two years at \$100 per year. September 27, Mr. Roberts was authorized to plaster the house on said land. March 12, 1880, the President reported that Crane, Breed & Co., who had secured a judgment against the board (for the heating plant of the high school) for \$1,872.88 and \$47 interest had accepted his proposition, authorized by the board, to accept said land in payment of these claims, and this action was ratified.

HOME AND SCHOOL.

Social institutions have three beneficent ends: they form, or reform, or protect. It would be a little more exact, perhaps, to say they furnish the stimuli and the environments conducive to forming, and reforming, and they legalize these agents and conditions. It seems to me that next to the growing product itself—the shaping of life personality—the most gratifying work in all of man's world, is facilitating, being a moving factor in, the perfecting symmetry and completeness of an individual life; in furthering the development of that indefinable, inexplicable something that gives unity to the plant, individuality to the animal, personality to man, universality to the Creator. To watch an entity struggling with externals and toward an unrealized self, and to formulate the evolution thus manifested give vocation and prestige to science. Donating to the struggling being the succor of a disinterested, helpful hand makes philanthropy the most lovable of human virtues.

Society knows the child as a being incapable of self-direction towards approved living because it is impeded by inaptitude and ignorance. Nor is the word impeded inappropriately descriptive. The typical man is one whose feet are swift and sure in the paths of progress and civilization. Primarily the instincts of parentage demand a home for its irresponsible wards, a nurturing center of physical and mental activities, an abiding-place fixed by co-ordinate interests, mutual affections, and sympathetic relations. The same instincts lead to provisions for the formative duties of parentage. At home the child is induced to use its organism in desired directions and for self ends. The word home implies a group of individuals of two grades or ranks; those that know and do, and those that are learning both to know and to do. The self-directive members shadow, inspire, nurture the activities of the other members that look to them for sustenance, approval, and as models of manly and womanly excellence.

All this shows a purely formative function, but slightly removed from stimulative effects. The wisely guided child revels in the good about him because virtue only satisfies the cravings of his growing tendencies. It is scarcely fair to impute a child's moral laxity to any other cause than inciting and exciting inclinations towards ill doings. Heredity accentuates, gives aptitude which culture utilizes in promoting its ambitions. One is very greatly that upon which he feeds. The Spartans disposed of the weak infant hurriedly: it was not worth feeding. The modern regime seeks to make the weak strong through supplying the elements of strength and insisting upon their assimilation. When appetite prompts and proper food is available, growth is assured. Some

one has defined curiosity as the appetite for knowledge. Nature's pedagogy is worthy of boundless respect. It was a fetich with Rousseau; and is an inspiration to any method seeker. Indeed one does not have to go far in its study to conclude that so-called reforms ought never to be necessary, and are imperative solely because of preceding perversions.

But there are homes without children, some of them wholly ignorant of the involutions that come with the advent of children. This however merely shows that the home has other functions than that of guarding and fostering the young lives under its domination and does not in the least change the character of its duties towards dependent members. The school always has children: pupil is only a professional term meaning child. It is the species of which the genus is child and the difference care of the tutor or instructor. The general notion, school, is the blended, harmonious activity of teacher and taught, of one that knows and others seeking to learn. Details *ad libitum* can be added to the concept but no one of them changes the general notion—knowledge personified in the teacher leading the unlettered to some of its own levels. There is no hint at reform in this. With me it is preposterous as well as nonsensical to talk about reforming children whether found at home or in the schoolroom. Form them; form them, is my motto and injunction. The will of the master, be he parent or teacher, is adult, relatively is mature: the will of the child is immature and therefore subordinate to guidance. Accidents of home or school or both may need reforming, often should be revolutionized. Things that befall are not fundamentals and are not worthy of the dignified treatment due essentials.

There are vicious pupils in our schools, of course. The degrees of vice represented range all the way from incipient evil to minor crimes, and the departments could be freed easily and with no great expense comparatively from the demoralizing tendencies of the grosser forms teachers encounter. For years my own thought has been the organization of what have come to be known as Parental Schools in which to train, on an indefinite sentence plan, such children as make themselves unduly troublesome in the ordinary administration of school affairs. Several members of our board have at times expressed themselves as favoring some such plan for the care, the discipline and the instruction of delinquents. Pupils thus committed would be placed under competent instruction, would be removed from associations that incite to misconduct, would learn to heed the popular demand that children be educated in the primary studies at least, and would know in their own experiences that virtuous conduct leads to social approval and promotion. Of almost equal importance would be the deterring influence of the institution upon pupils in good standing, as they would know objectively that misconduct might subject them to enforced attendance among those

in disrepute. It is not just to brand such an institution as a reformatory. Its beneficiaries would be those that require stronger inducements to right living, and the severing of associations that war against proper self-control, than the ordinary routine furnishes: not those that must begin anew the life struggle for personal worth. No will voluntarily crowds to its own hurt upon that which is stronger than itself.

The mutual respect which home and school have, each for the other, as co-ordinate workers in a common cause, has been greatly intensified and ameliorated during the last years of the closing century. Within these years only has the womanly element of school discipline come to its own—recognition as the complement of the manly attributes of knowledge hunting. It takes a long time to win society from the notion that the husband, *ex officio*, orders the economy of the house, that is, gives shape to its ideals, doles out its revenues, regulates its industries, determines its character. Nor has the conviction entirely disappeared that the wife should, as the word itself indicates, vibrate to the will of him to whom she is given in marriage. For ages, in fact from its origin, the school has been the expression of man's ideas of the training that should be offered those that are to transmit his name. The good of the boy as heir apparent was its primary motive. Man regulated, formulated, sanctioned, did the teaching for centuries. As a concession girls were admitted; as a matter of economy women were permitted to teach. Girls demonstrated their ability to compete with boys for the prizes of scholarship, and women proved that teaching is not an exclusively masculine art. Sex neither makes nor mars the pupil or the teacher; it affects motives to an extent but, so far as man's discoveries go, it is an accidental property and therefore has only incidental rights. Coeducation has come to be acknowledged as the fitting supplement of the home living of boys and girls. The last progressive step in the expansion of the school idea has been to give women authority as well as influence in shaping and administering curricula and discipline.

In the days of my professional training we were told and believed that education is of the nature of habit-forming. This is a pleasing thought, a taking proposition. Unfortunately it is not a rounded truth. Every one of us is conscious now that he formed habits during his school days, some good, some bad, others indifferently good and bad. He is also conscious that the sum of all those habits falls far short of what remains as the residue of educational attainments. Habit-forming is not in the thought of the learner; there is n't room for it. Something else drives it out and shuts the door, if it ever entered. "Habit in Education" years ago was a very readable book, and in itself is a suggestive caption, but it is n't the "whole thing" by any means. When we think education to plan an extension in its behalf, it is the whole unity the word symbolizes that demands attention,—a unity of motives and results.

My method of approaching school problems has been radically changed. Doubtless age rather than knowledge has been the changing factor. It seems to me my technical training gave little thought and less consideration to the child. In recalling some of its pedagogy he seems to have been looked upon as material with which to exemplify the beauty and the harmony of the professional procedure agreed upon in our studies of organizations, recitations, incentives, and kindred *ex cathedra*. This view makes him passive and receptive: a formless mass, plastic to the teacher's touch and responsive to the tracings of his genius. Such an ideal makes school a fitting establishment, a sort of rolling mill in which crude material is manufactured into desired product. "I call a complete and generous education that which fits a man to perform justly, skillfully, magnanimously, all the offices, both public and private, of peace and war," said Milton. A sentential description of the perfect man, the masterful citizen, a product scarcely suggestive of processes. The boy that comes to me to be excused from the study of algebra, giving as a reason that he does not expect to be a teacher answers from the same point of view but in the language of every day speech. To ignore the active, sentient principle of the thing we call education may distort its progress and discolor its products.

Coming into immediate contact with a child as pupil, one finds that there is something in his make-up that rebels against being, or being considered, a cat's-paw to draw your chestnuts from your fire. His daily deeds pointedly affirm that he is present not because the high and magnanimous offices of citizenship lure him to preparation for their exacting duties. Nor, in my judgment, is this at all discreditable to the pupil. Experience has made me distrustful of theories. Nearly always an element is ignored or concealed that, in the test, becomes disconcerting, if not worse. At times and in intercourse with others this attribute of philistinism is not pleasing in its effects and is alluded to simply to explain a peculiar way of looking at things.

With me the fundamental question is, what is the purpose of the school? Not knowledge as a measurable commodity. What the street urchin knows has as massive value, doubtless, as the intellectual attainments of the schoolboy of like physique and mental aptitudes. Illiteracy and ignorance are by no means synonymous in application. Much learning makes some men mad. The feeling is wide-spread that schooling, school attendance, is inimical to business enterprise, alertness, judgment. To an impartial witness Kruger knew as much as Gladstone though his knowledge does not obtrusively at least, embrace the striking passages of Homer in the original or the solace of turning Greek into English. Put the tape-line or the spring-balance to what you know, and what I know, and what any other member of the community knows,

taking age and organism into the account, and the sign of equality between any two of the measurements would not greatly violate propriety and truth. Pupils do not attend school to gather knowledge in buckets and baskets and to store accumulations in bins of ascertainable capacities. There is an analogy between getting rich and growing wise but the resemblance is not in the respective inventories or the amounts they specify.

If bulk is not the concern of the school administrator what then should determine the purpose of organization? My answer is kind and quality of knowledge furnished. We differ very widely in selecting from the stores nature, man, and God have provided, and from their negatives. Some choose with care and for uplifting effects and are blessed in their generations; others are thoughtless in the extreme and figuratively speaking, sow the wind only to reap the whirlwind. The good citizen is honored because he is what he knows—goodness assimilated and personified. Bad citizenship is denounced because it is, as its basal knowledge stimulates—wicked to all degrees of grossness. The homes of a school district point out the kinds of knowledge to which their children shall have access. This is a home function. Locality fixes curriculum. The boundaries of the district itself are located by the home interests involved; the school is a common home possessing delegated functions, the teacher is legally described *in loco parentis*. School accentuates, emphasizes, tries to make real the home ideals that gave it existence. Interaction modifies the guiding principles and the practices of both parents and teachers but ultimately the homes decide what shall be and not be.

The teaching force of a community gives quality to the kinds of knowledge the community (aggregation of homes) insists upon as a right. A poor teacher is an instructor that presents knowledge crudely. His facts may have the certainty of an axiom and yet their presentation be as rugged as the kopjes of a Boer laager in war time. His speech may have the wheedling qualities of the blarney stone and be as vapid as the Irish tradition. Self directed instruction is accepted as the poorest of teaching, because necessarily fountain and stream are on the same level. Its product is the Orleans sugar of the educational sample case, sweet to taste but brown to eye and strong to tongue. The self-made man is worthy of all praise in that he has made obstructions stepping-stones to a higher self and not because he is representative of manly excellence as the result of youthful energy wisely guided and nourished by superior mentality. Crudeness has no rightful place in the environment of the child. Its nerves are so sensitive, its susceptibilities so absorbent, its symmetrical growth so imperative as to rule out of training that which tends to distort or pervert. Practice gives teachers empirical skill and cynical

dogmas; professional training teaches them to honor their calling, study its conditions, respect its work, adapt self to its needs. A poor teacher can keep school—sometimes; a trained teacher, whether the training has been solely empirical or re-enforced by wider experience, can teach school always, if he will. We need good teachers, not that they may introduce studies, but to give a better tone, a completer symmetry, a happier exterior, a more engaging presence and companionship to the subject-matter of the exercises they conduct.

In differentiating home duties and school functions, have we lost the child? "Oh, no. He is in school." What is he doing there? "Learning." Certainly, and is he conscious of so doing? "Probably he would take bearings before giving a thoughtful answer." Is he forming habits? "Assuredly." Consciously forming them? "The habit-forming process is an insidious activity and clashes as seldom as need be with will and reason. He may not know how greatly school attendance affects conduct." Is he preparing for civic demands and responsibilities? "Most emphatically. That is one of the pronounced justifications of state supervision of educational instrumentalities." Consciously preparing? "Well, now, a child knows very little about civic virtues and social obligations and it isn't to be expected that he will give much thought and effort to preparation for demands and conditions so far off and of which he knows so little." He is of those that think "Sufficient unto the day is the evil thereof."

What then is he doing in school of which he is conscious? *Living*. To be sure the form of this living differs somewhat from that of the home circle, being a continuation, a widening, as it were, a generalizing of the home elements of his life. A child is never ignorant or oblivious of the fact that he lives. Both instinct and reason teach it and guard its conditions. From this, it follows, that a phase or form of living brings children to school; an agreeable phase or form keeps them there. Once in a while and as his years become numerable an odd specimen of boyhood or girlhood gets the notion that he must "dig" at his books to secure a coveted prize. This *rara avis*, however, is out of touch with the motives that fill our secondary schools with bright, vivacious, happy-go-lucky boys and girls. These want above all things else to live, to live in school as well as at home, but they really wish to live in the shadows of the genii that make men wise and masterful. To live in the discipline that produces heroes is the surest method of approaching and appropriating the attributes of heroism.

What is living? What is life? We would not agree, perhaps, upon a formal definition, but no one disputes that activity is its primary phenomenon; systematic, regulated activity. "I think therefore I am," unlocked a host of uncertainties for Descartes. Phenomena offer the one

avenue for the philosophical study of reality. Vital activity is coexistent with the union of soul and body. The child is always active, always alive. Even restful moments are periods merely of changed activity. The lesson or moral in this, for teacher and for parent in still greater measure, is to change this activity before its exercise in any one line palls in the presence of youthful interests. As a corrective the teacher and the parent are to be masters of adjustment, adjustment of the active child and his stimulating environment.

Whatever else he is, the child is an animal—a vitalized mechanism, a better example of perpetual motion than any of man's inventions. This machine is to be kept bright, polished, efficient; it is his only means of comradeship with the non-self, and is therefore the concern of every well-wisher. A sane, that is, sound body is rarely, if ever, the habitation of an unsound mind: insanity being a physical rather than a mental state. How is the machine to be kept in condition? Through physical interests and their gratification. Foot-ball is a capital study (school exercise) if managed properly and wholesomely. Our boys don their padded garments between 3:30 and 4:00 p.m., practice from thirty to forty-five minutes, return and lay aside their play raiment. As a school these changes are all we note regularly. There is no resulting disorder, no ill effects upon studies and discipline. So far as these boys have had intercourse with the authorities they have been models of propriety and manliness. This does not prove that foot-ball gives them character but it surely indicates that its indulgence brings no disrepute. The high school athletic association has a constitution and an organization of its own forming that are bringing its members to the orderly procedure of the foot-ball team.

For years the feeling has been with me that the animality of our school boys and girls should be specifically recognized in the corps of instruction. My ideal has been not the athlete of the gymnasium, not what is signified in the terms physical culture. My chosen, pet descriptive is *teacher of recesses*, that is, one whose functions shall be to enter into the plays of children as of their number and without checking or chilling spontaneity, lead unstudied sports and pastimes into harmony with character building; give educational value to playful recreations. The father that can "romp" with his children typifies precisely the official of my prophecy and professional longing.

The child is a rational animal: therefore he is to have knowledge as the basis and test of rational processes. Knowledge has its instruments of preservation and transmission and these are to be a part of the pupil's equipment quite as much as are hand and eye. This requires the mastery of what have been named the tools of learning as the printed page for second hand truths, the pen and the pencil to record discoveries and

deductions. He must read and write; sing, draw, spell, recite; he must repeat these things and repeat them until they are as characteristic of himself as his walk, his quality of voice, his personal bearing; indeed, they are elements of personality. Much of this is drudgery, daily drudgery. Too often repetition instead of being the mother of memory becomes the taskmaster of effort, being thus both depressive and repressive. Perfunctory routine can be made as deadly an instrument as Robespierre's guillotine, not separating soul and body, but sundering spirit and soul culture. Routine need not be perfunctory, sedative, poisonous. Daily doings and happenings illustrate all phases of living and the known is ever at hand to throw light upon the unknown.

There are beings that live their lives in a fraction of the day: are born, mature, and die within a few hours. Isn't it fair to assume that with us even every day's existence is an epitome of the life of which it is a part? We have red letter days commemorating great events and personages. Would it not be a lasting favor, an unmixed blessing to childhood to make its every day thus emphatic? Can this be done? In degree, yes. Choke it full of things that benefit, widen, enrich human power to assimilate and do while at the same time they interest juvenile self-respect. Have the content so seductive that it carries its containing vessels (words, figures, forms,) as matters of course and not as Molochs and Juggernauts. Fill school hours and home hours too to the brim with the captivating qualities of the grade knowledges that they may attract, and shape, and inspire not only the learner's soul but his senses as well and as thoroughly. Train the child to touch all his surroundings (carefully, unobtrusively placed by the wisdom of adult experience) to the end of personal profit. Let him grow in his heirship of respectable and respectful conduct incited thereto by everything within the little circle of all his activities.

The foregoing paragraphs furnish a frank and fairly complete statement of our educational platform. The main purpose of its writing has been reached if it delineates the mutual responsibilities, the interrelated functions, the essential oneness of home and school; if it points out as the best course of instruction and discipline that which daily incites the largest number of youthful interests to fruitful endeavors under wisely directed efforts. Growth under favorable conditions and proper stimuli must give reality to the substance of the things hoped for in the teacher's reveries. The parent with information or suggestion merits a kind welcome from his colaborer in the instruction of his child. Whatever is of educative value in the home does not lose in intrinsic worth when transferred to the school. This is as true of discipline as of studies. To know the motives of the child, the externals that appeal to his restless self, the capabilities that index his resourceful thinking, the knowledge that makes

him bidable, self-reliant and industrious, is to be prepared with a routine that will make the child's living a joy to himself and a blessing to his generation.

Finance as well as philosophy has claims for administrative consideration. It is easy to tell what a good school should be and do; through many causes it is difficult to give objectivity to what one knows as right, proper and for the general good. The money question is ever an intrusive element in the management of school concerns. It is bad policy and bad morals to burden a district unduly with financial obligations. Our board has been careful always to keep within the statutory provisions that regulate the annual levy. More money to spend in their behalf would make the schools better. Model schools have classes that number six, eight or ten pupils. As an average our teachers severally instruct and supervise the school work of forty pupils. A stronger janitor force would make and keep our buildings more cheerful and attractive habitations. A broader curriculum would place names upon our rolls that now we cannot reach. Among the popular studies of the school are those of a business character, as book-keeping, stenography, typewriting. An equipped business department would be a taking addition but it is not yet imperative. Manual training, for boys especially, is asserting its right to recognition as a legitimate educational factor but the community does not call for it and business sense puts off providing support until it becomes a necessity. We must be content in growth and in shaping the material and the forces under guidance towards the desired outcome of educational efforts and institutions.

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